Mathematics We Need

University Of Alberta
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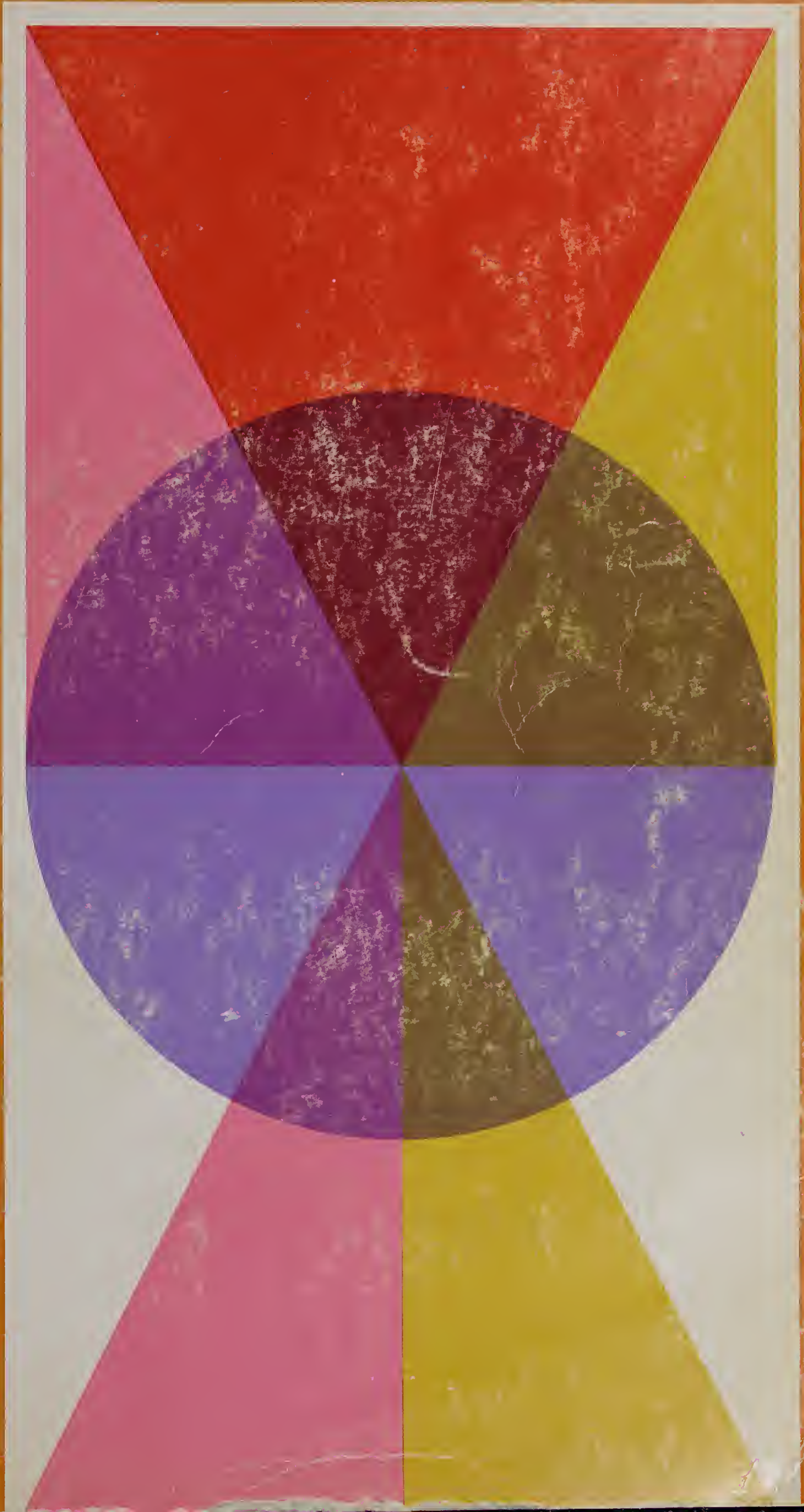

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To the Teacher: For lesson plans and discussion of the first year's program see *Teaching* MATHEMATICS WE NEED, *Book One.*

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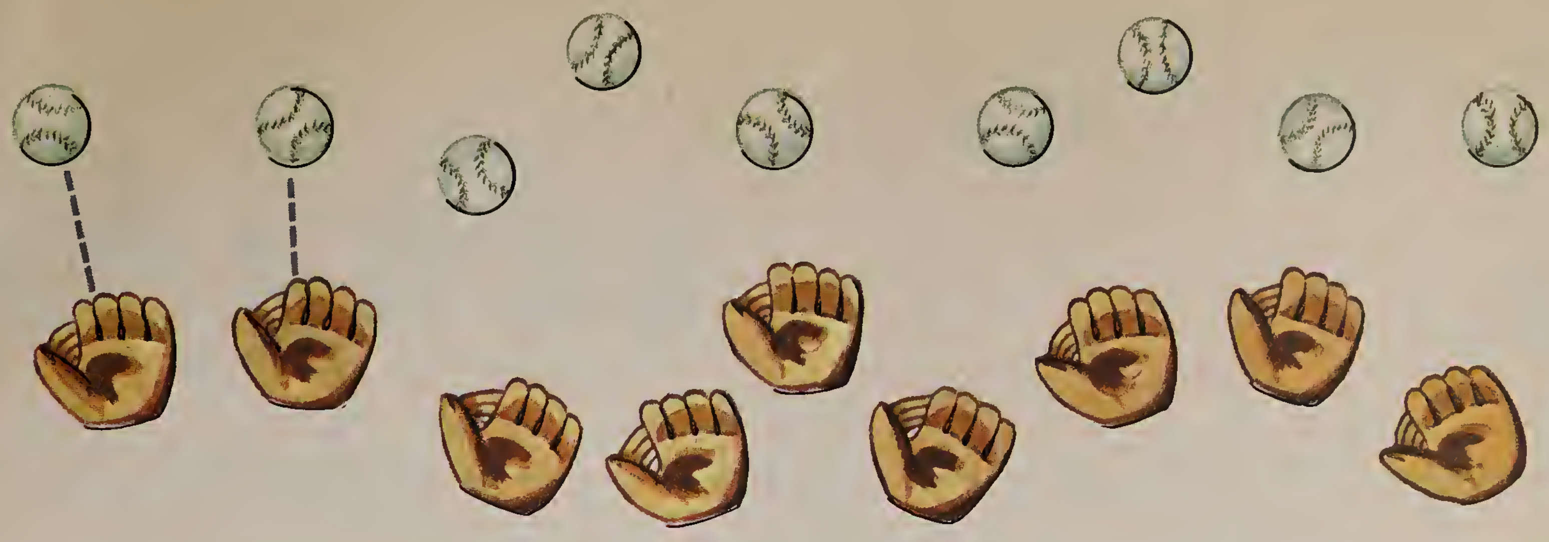

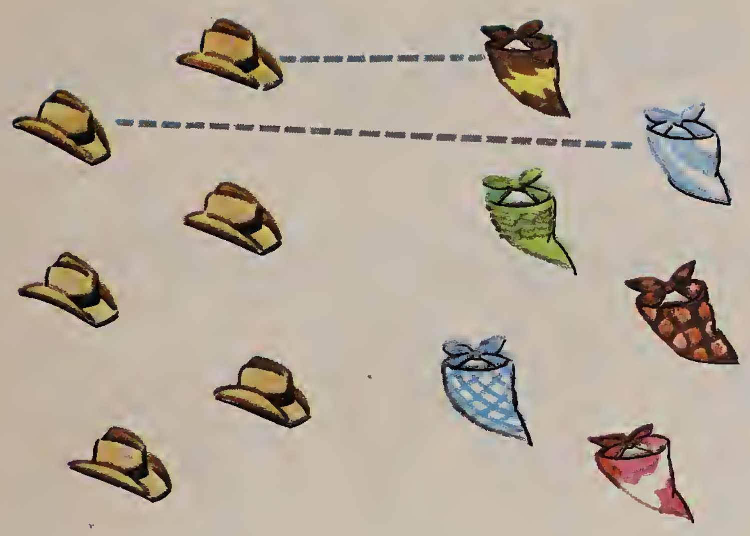

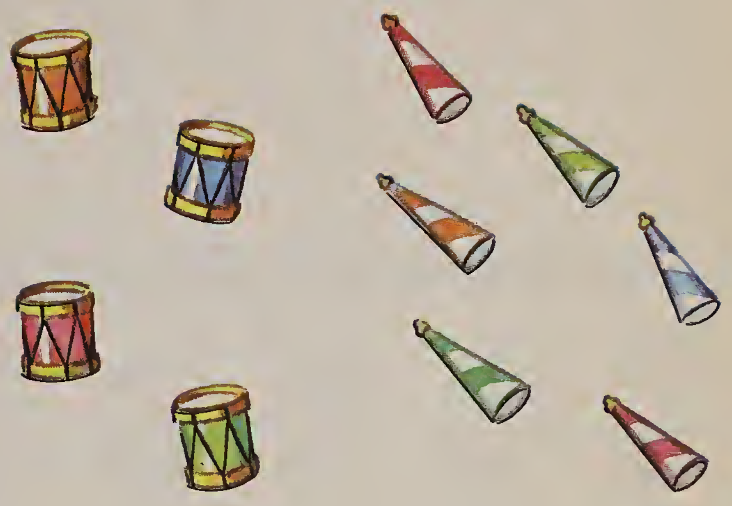

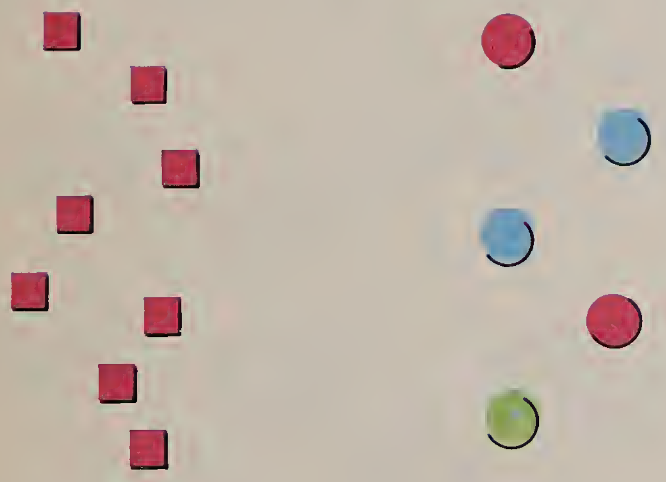

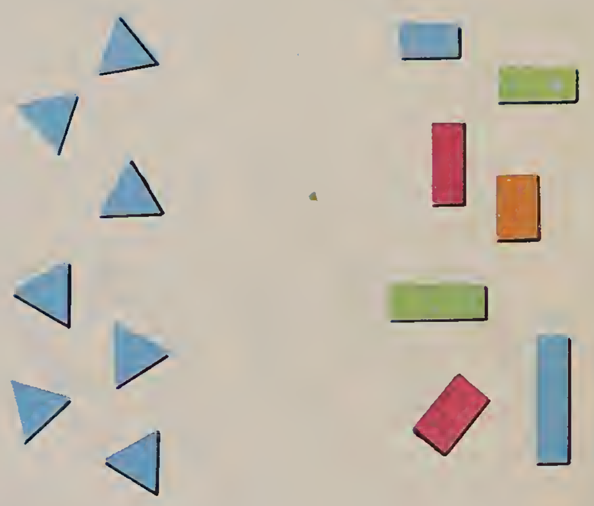

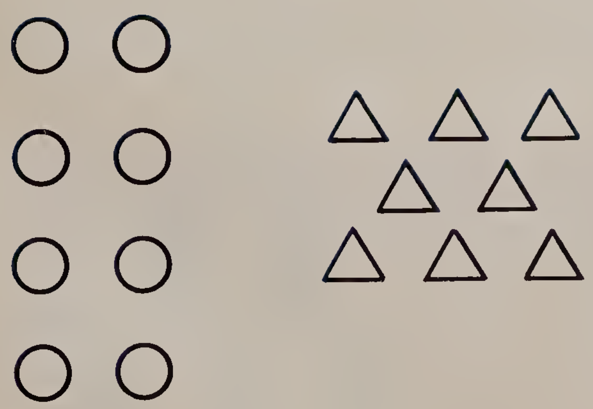

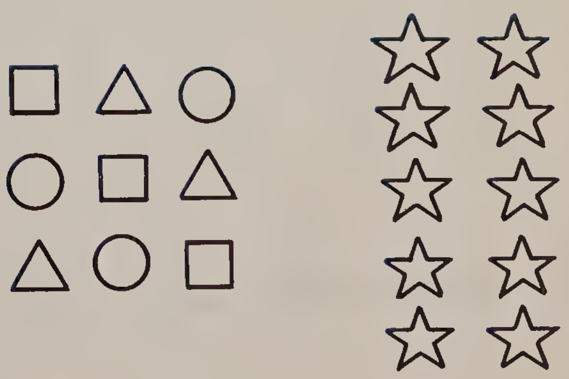

Identifying equivalent and non-equivalent sets

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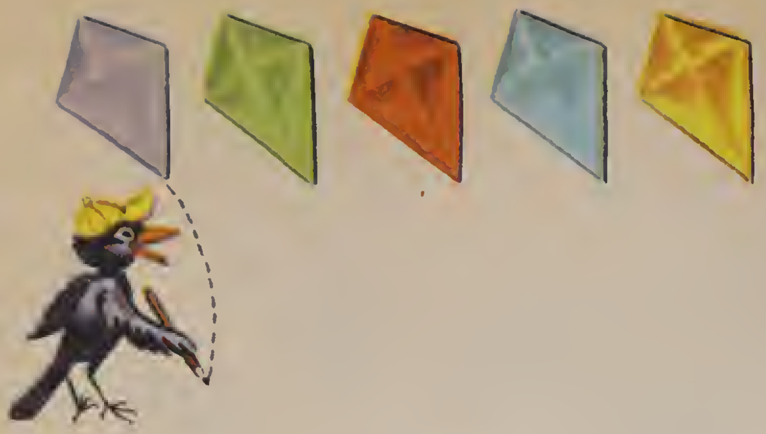
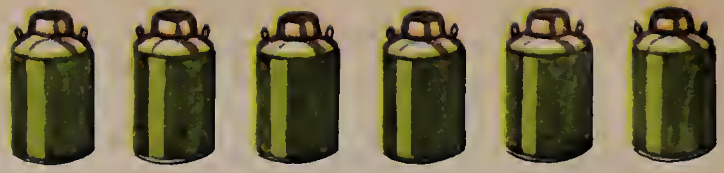
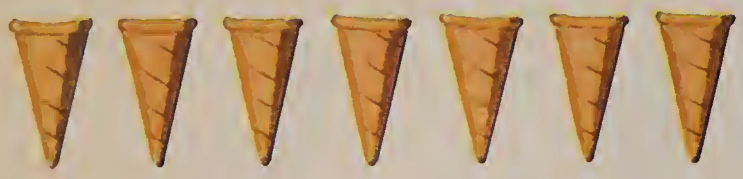
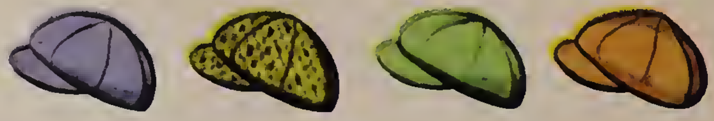
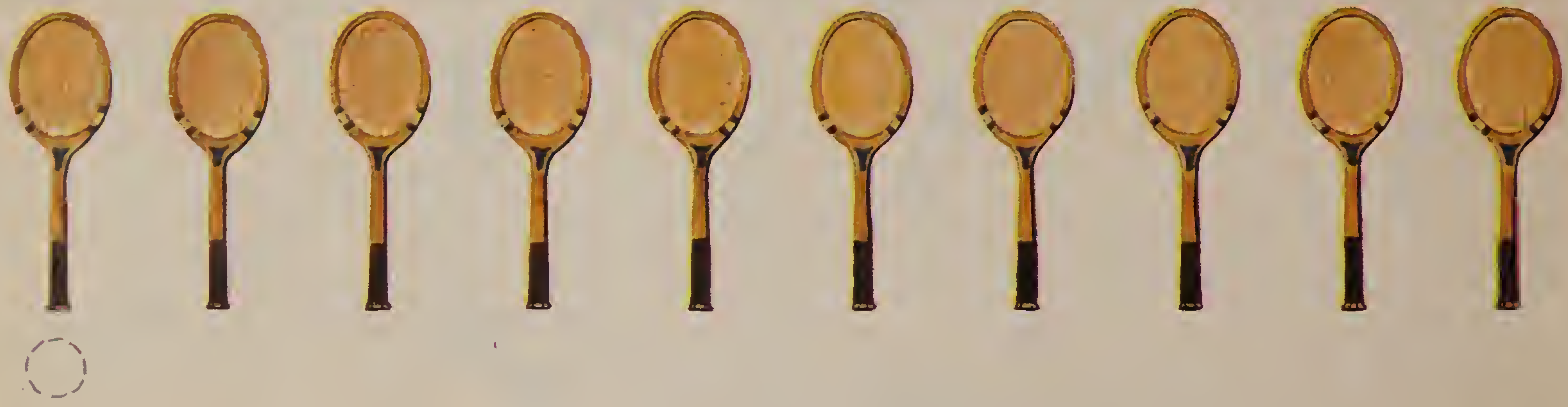
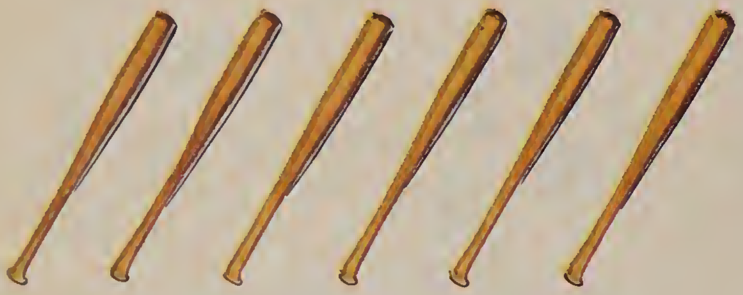


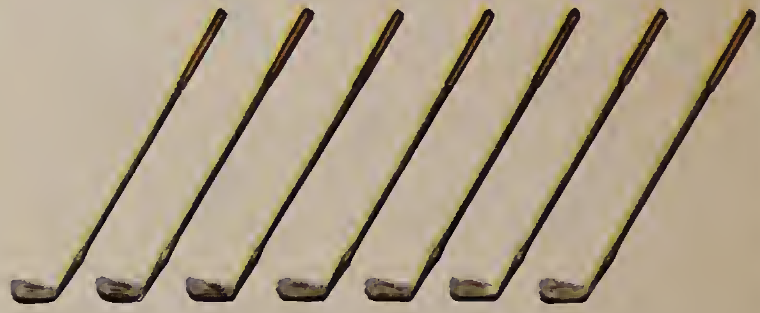


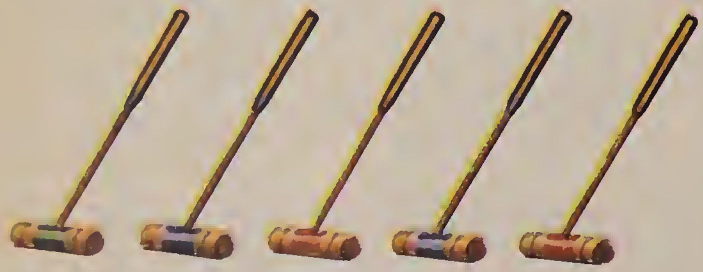


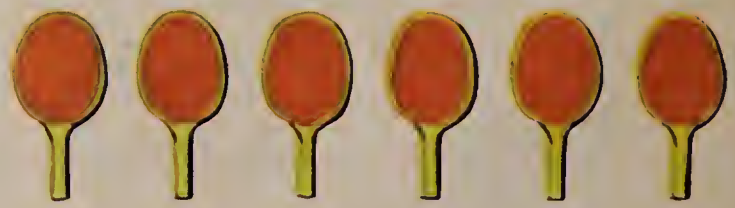




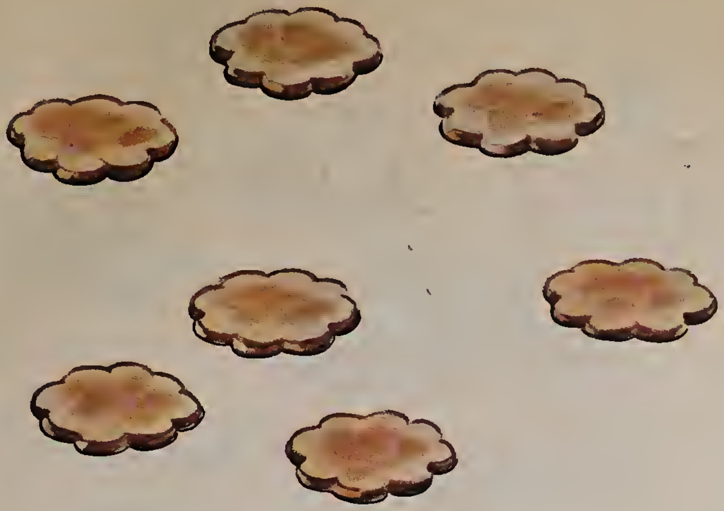


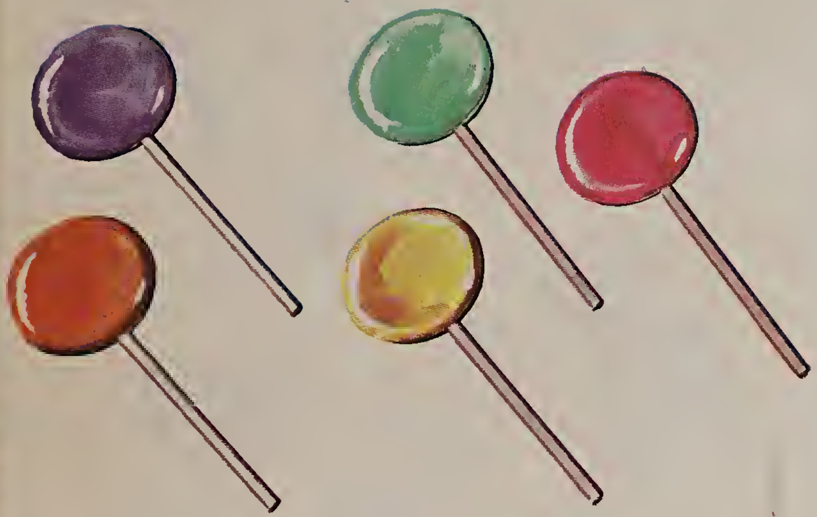


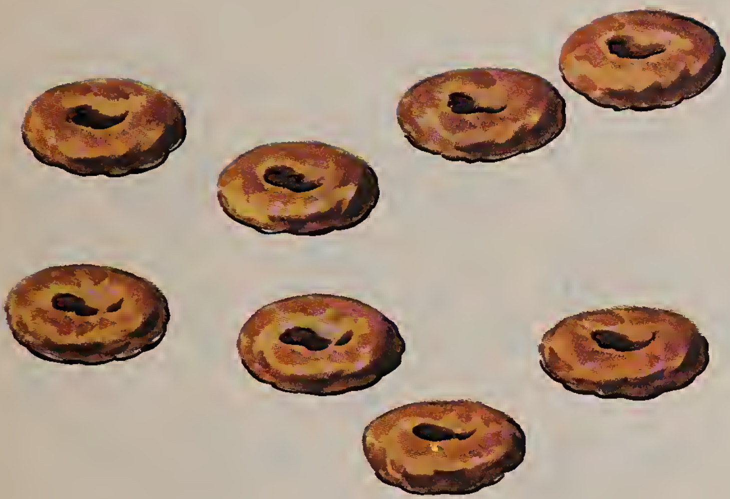


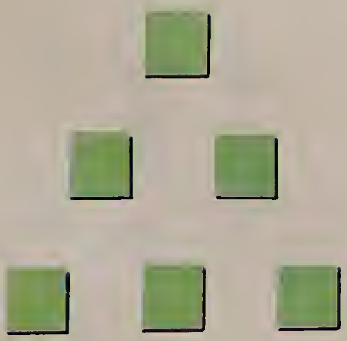


Matching members — sets in one-to-one correspondence

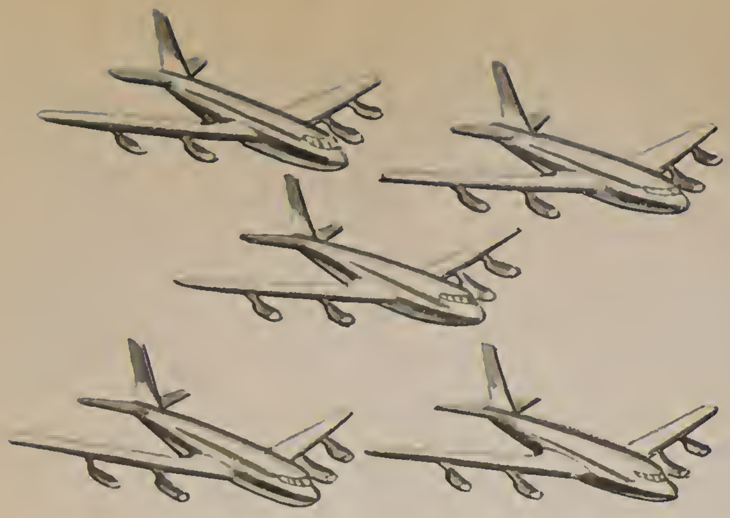


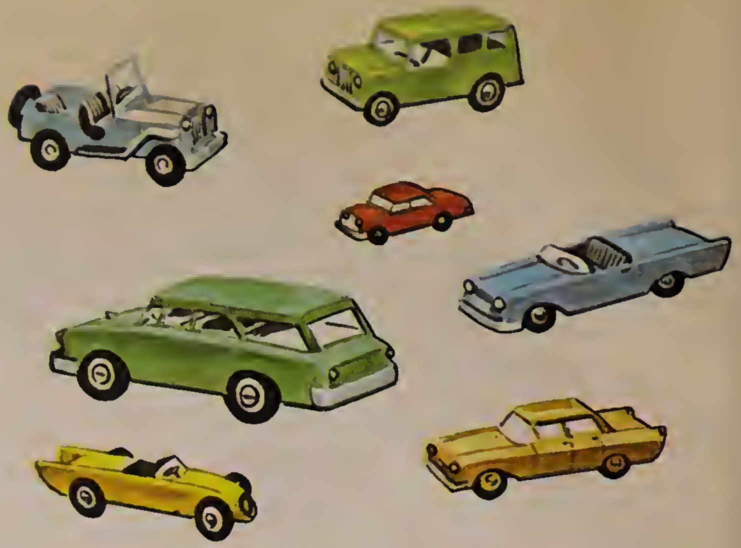


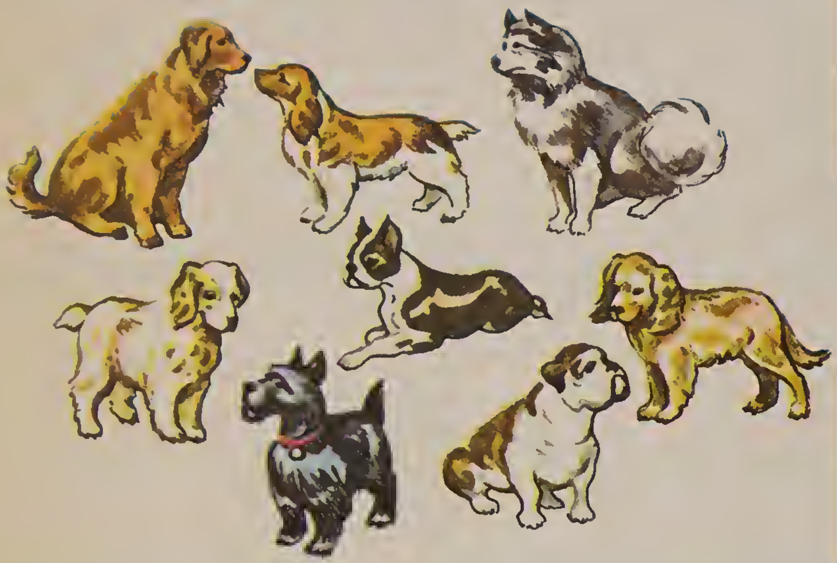


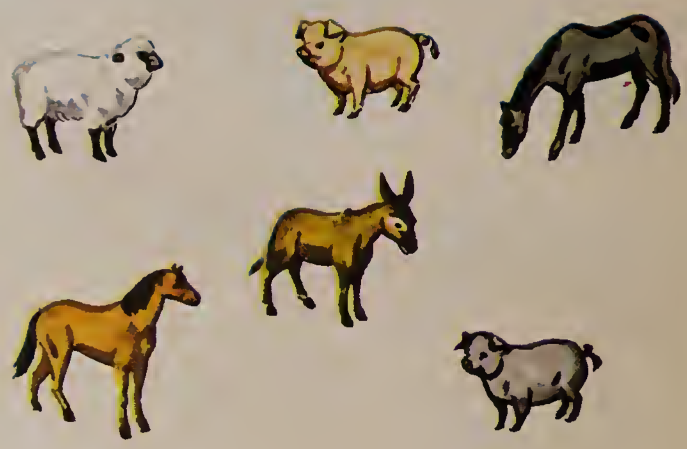


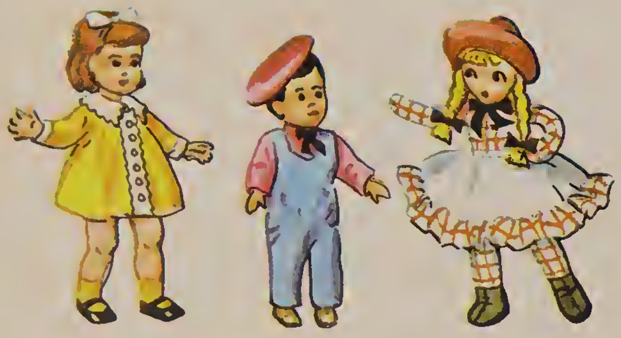
Showing 1 set equivalent to a given set

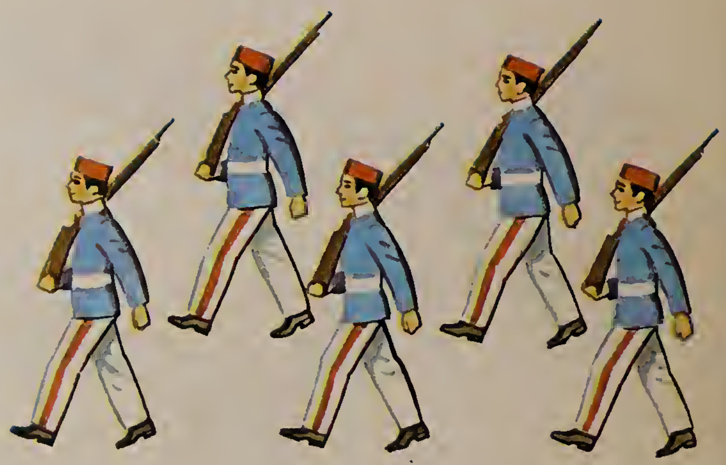


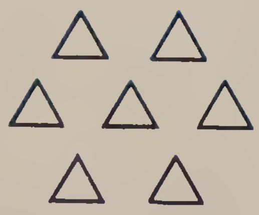


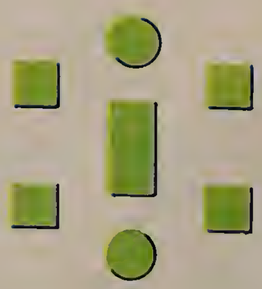




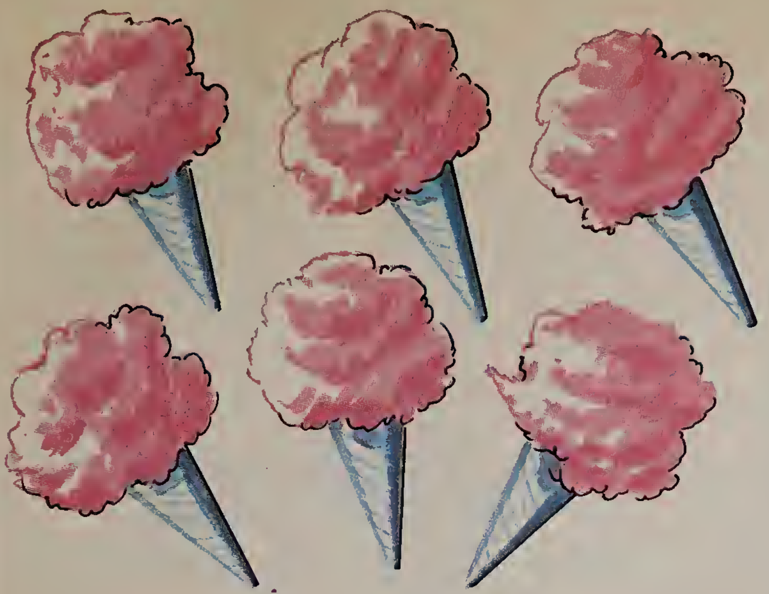


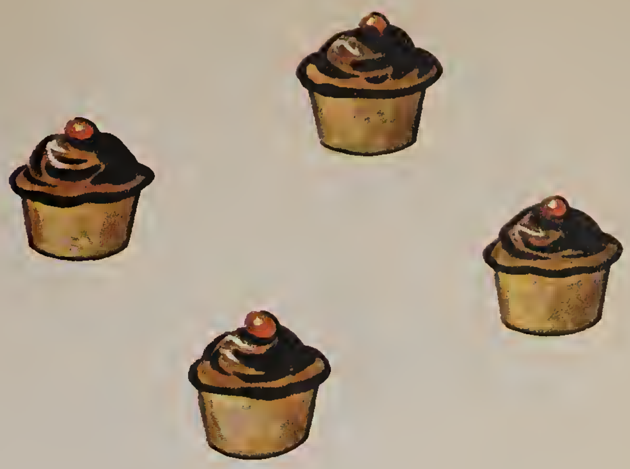


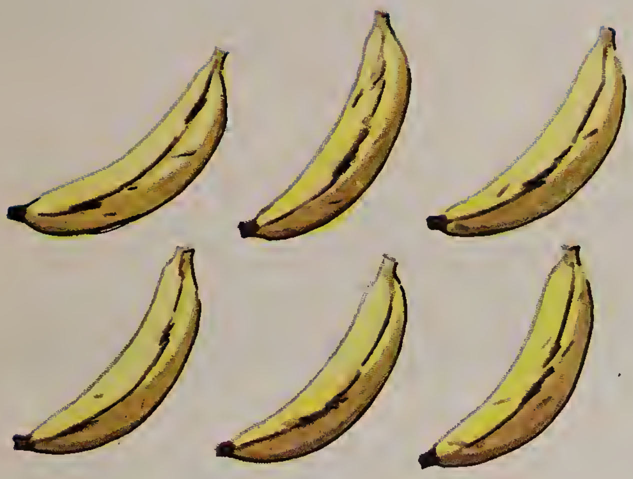


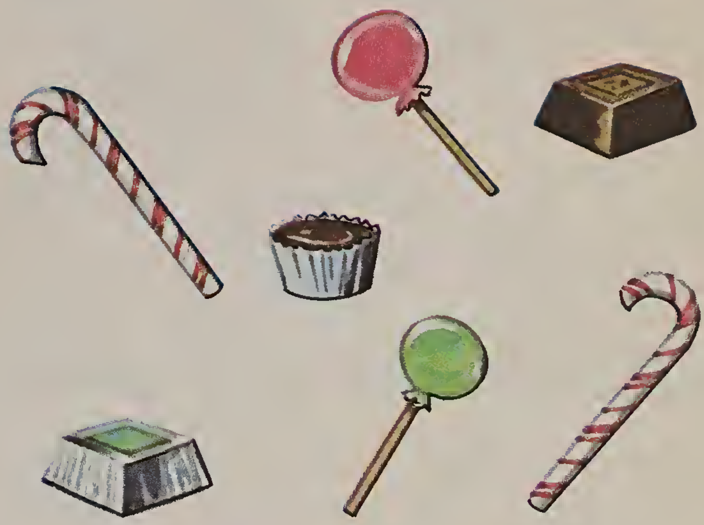


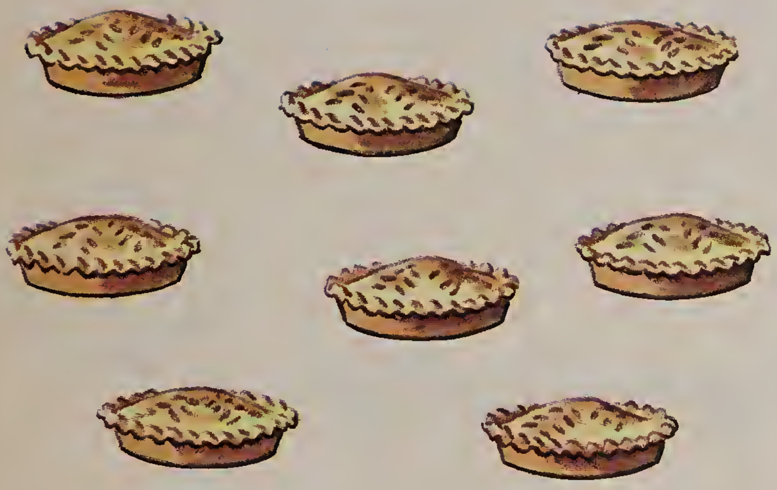
Identifying set with more members

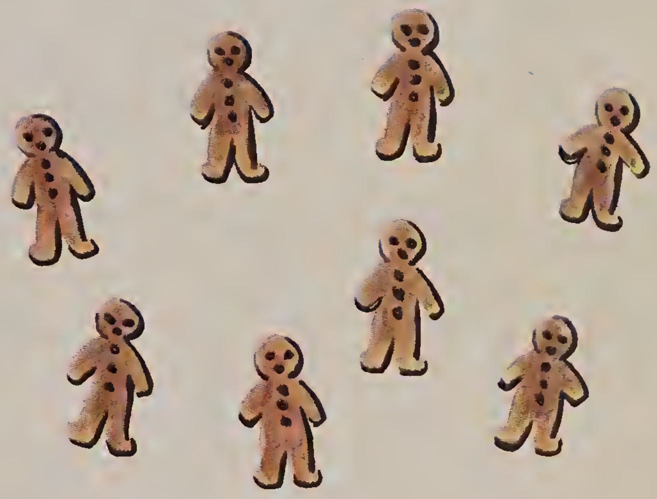


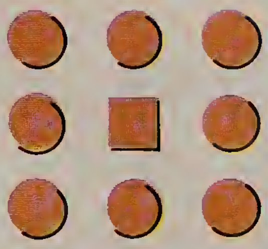


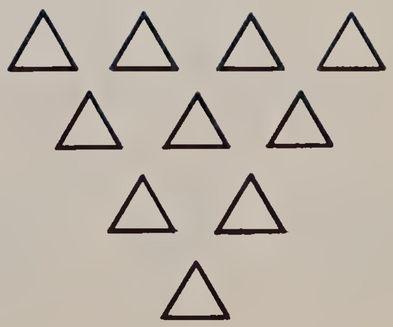




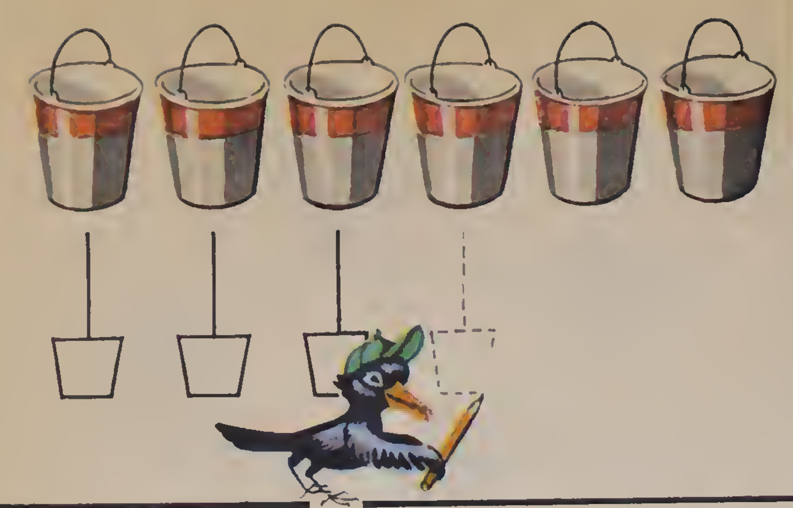


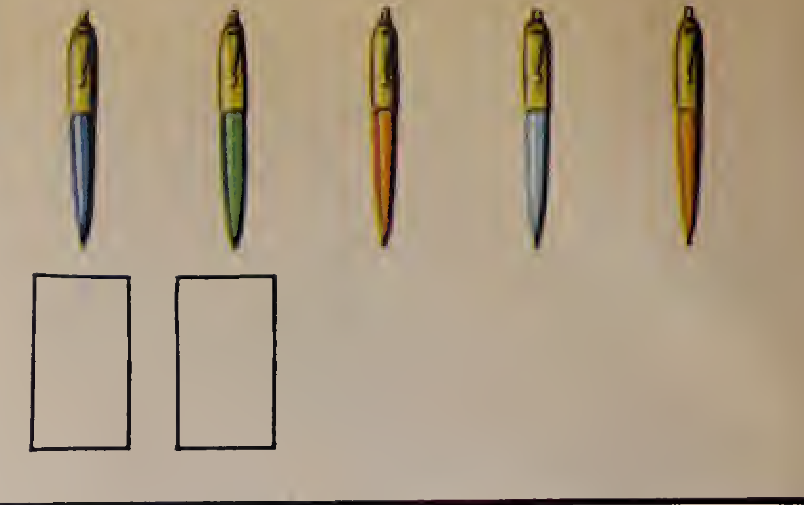


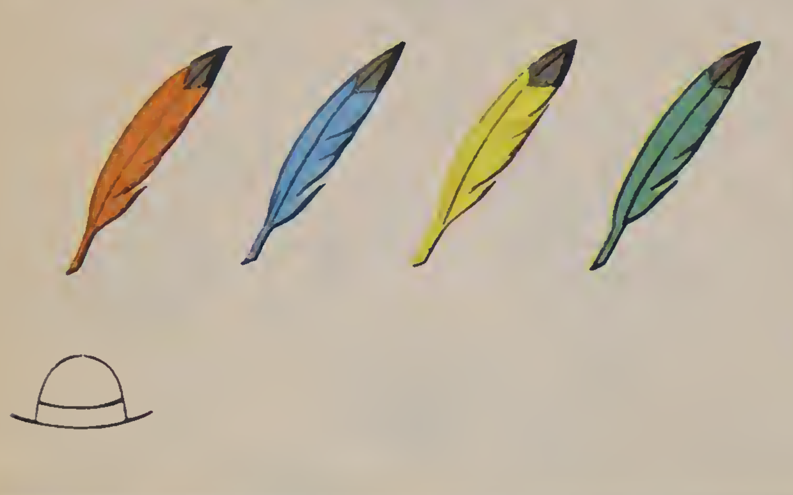


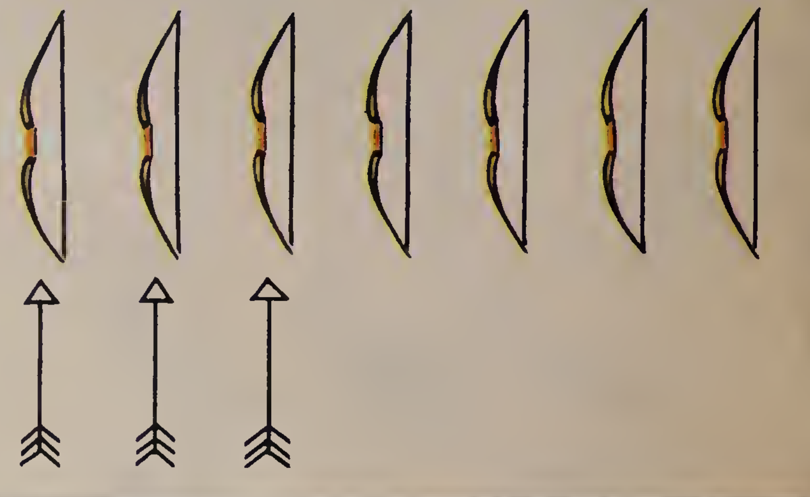


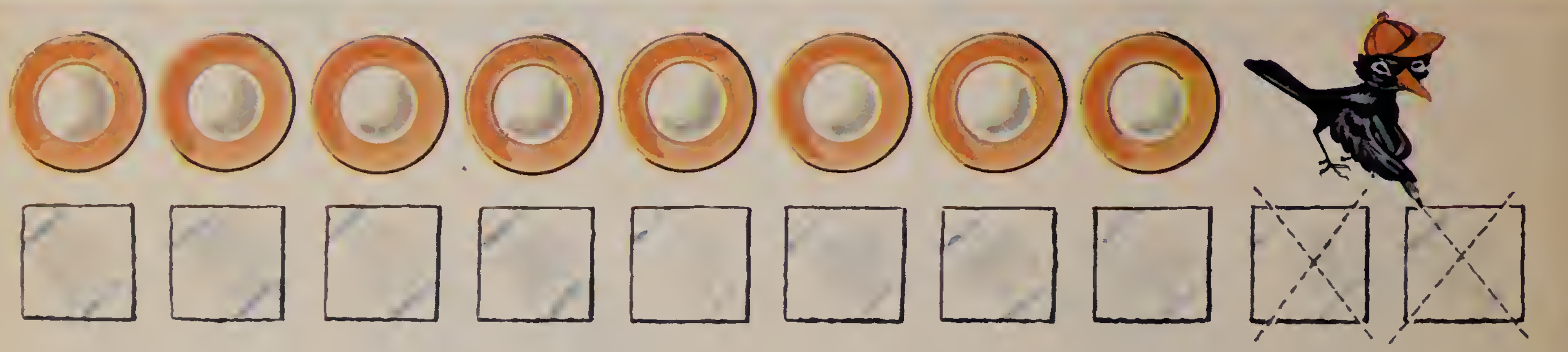
Identifying set with fewer members

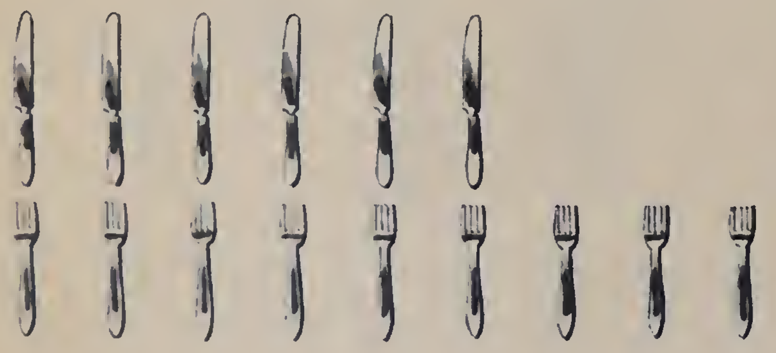


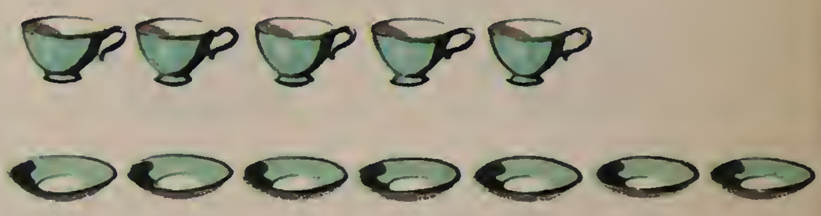


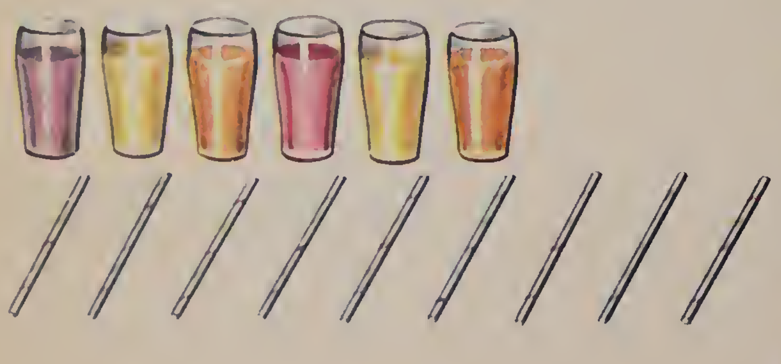


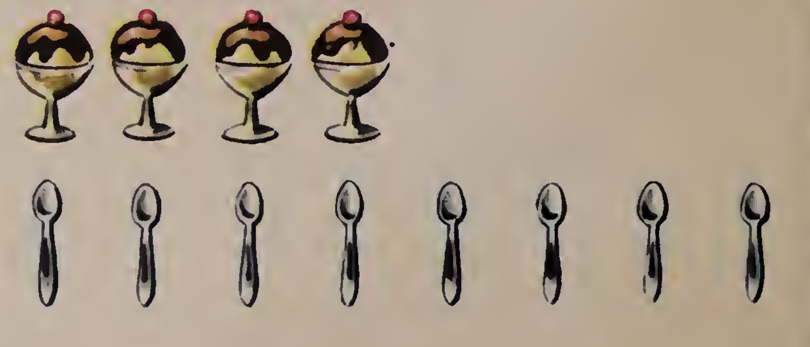




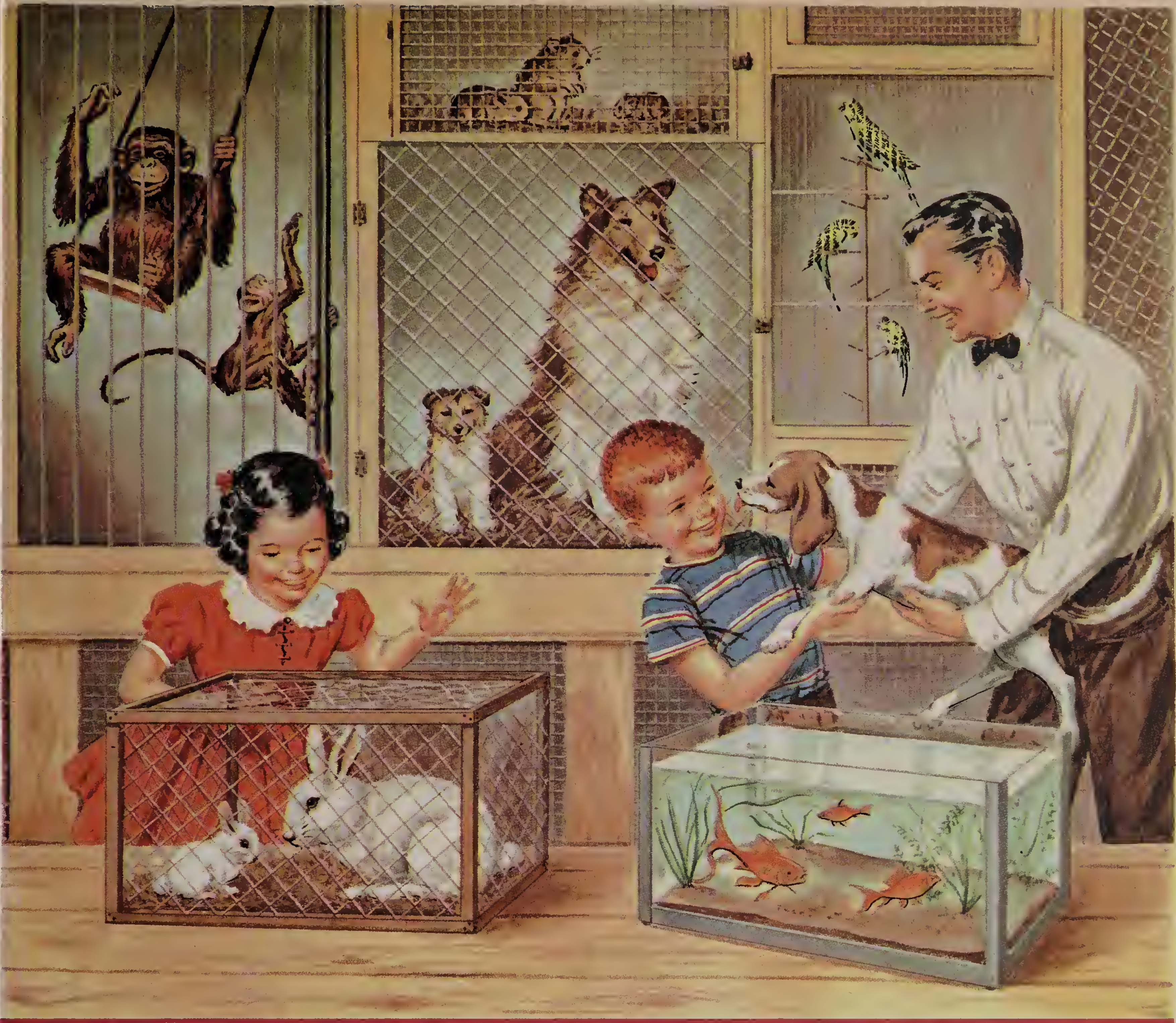


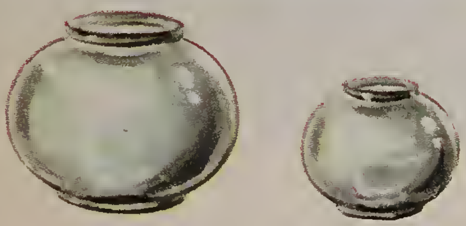


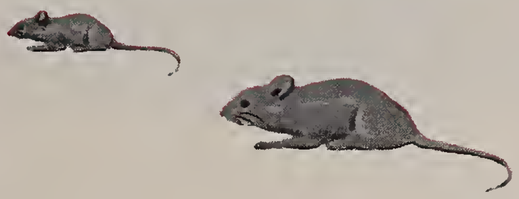


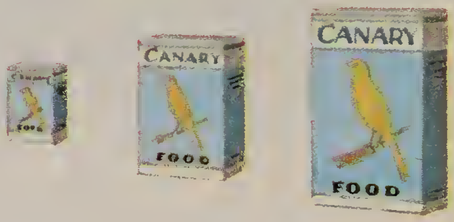


More than; fewer than; as many as





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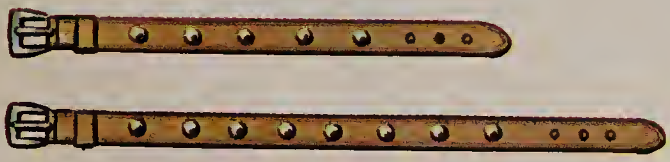
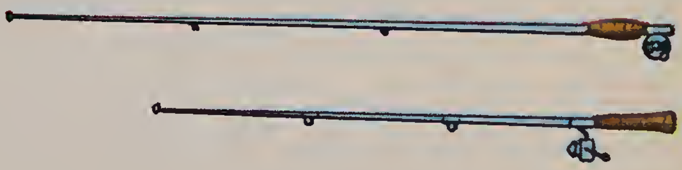
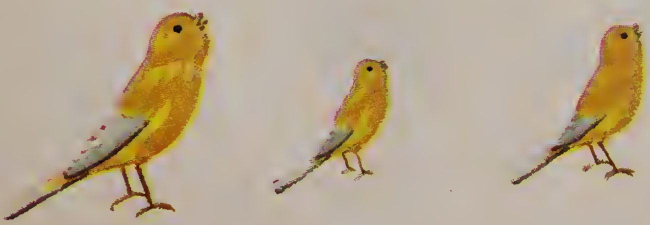
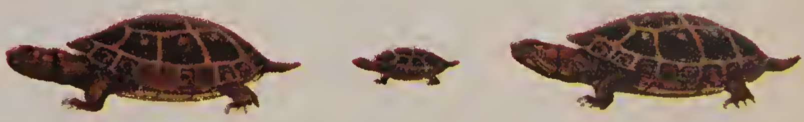
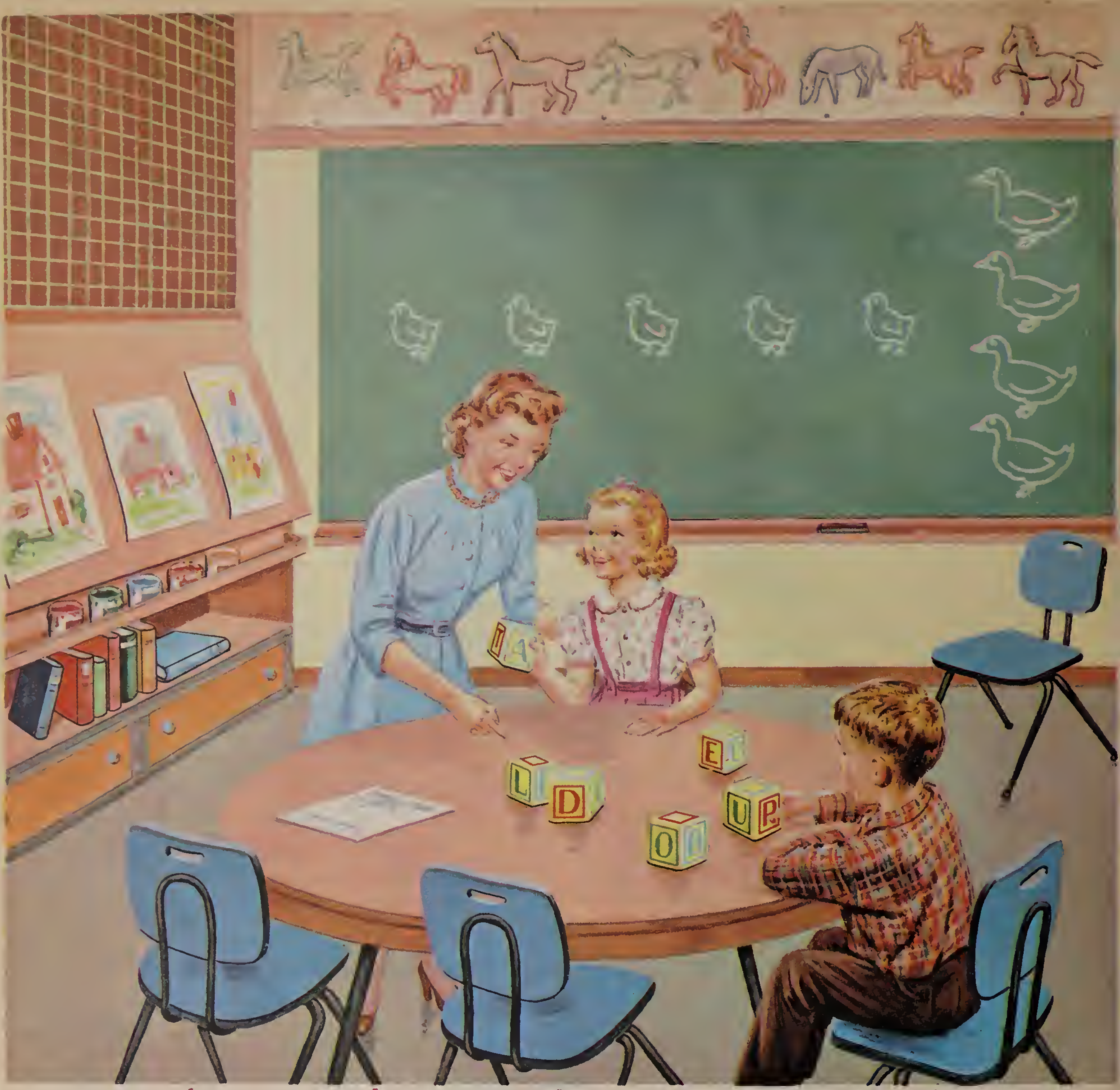
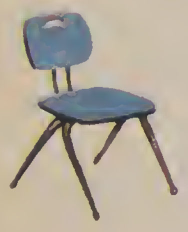


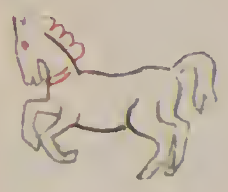


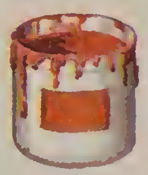


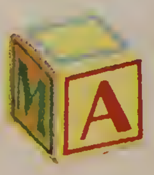


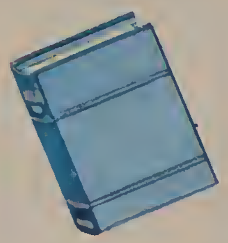


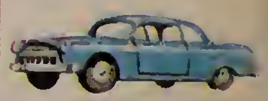


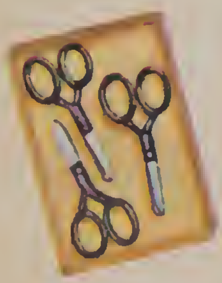


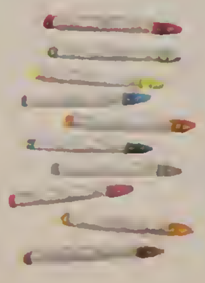


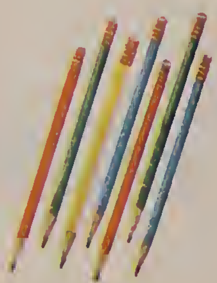


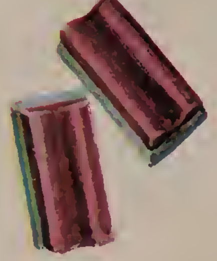


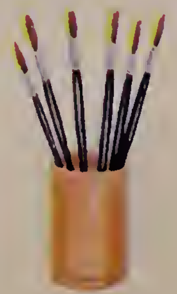


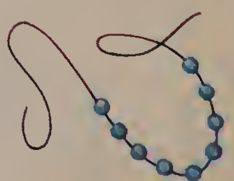




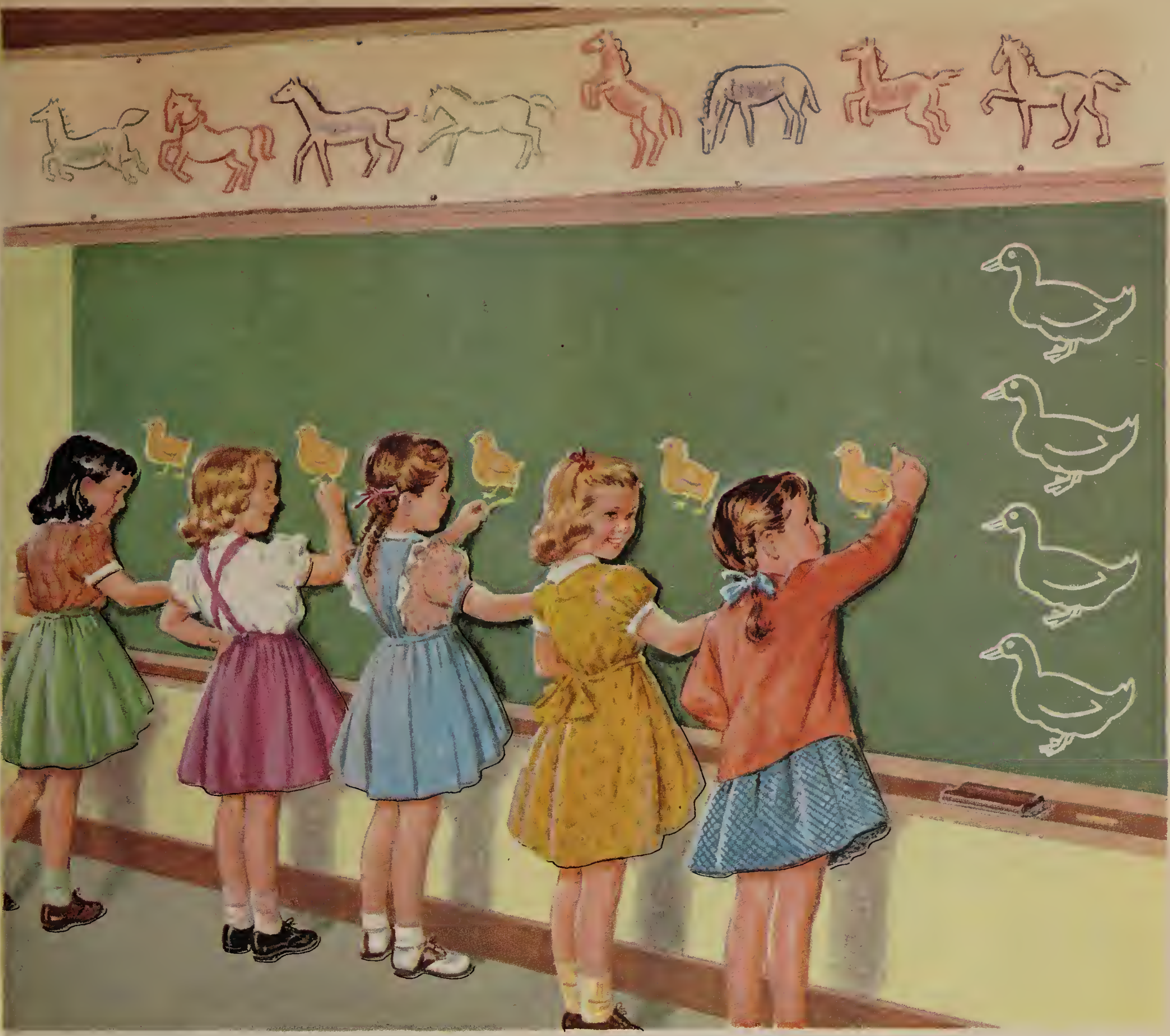








Identifying, describing, and comparing sets



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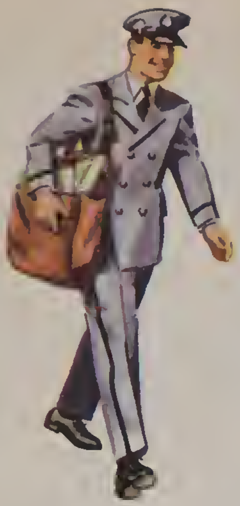

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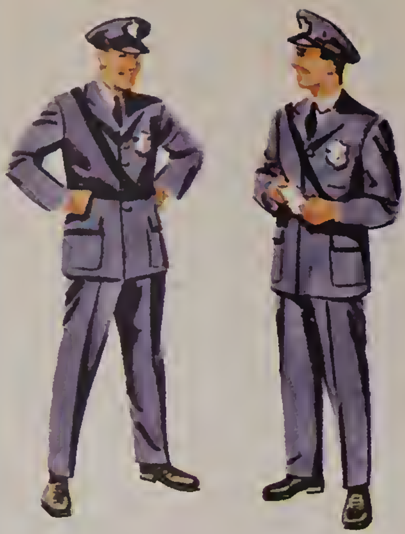

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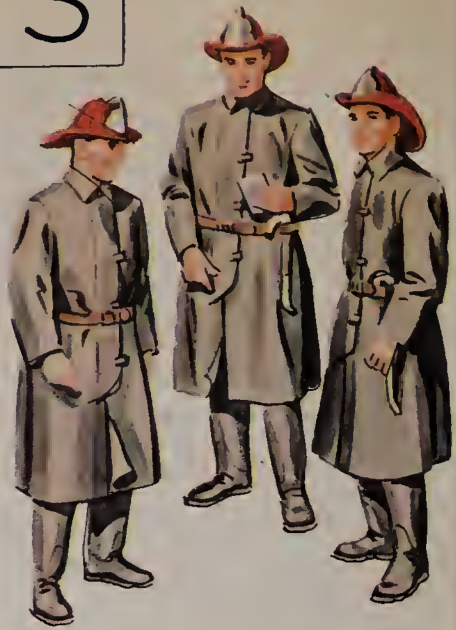

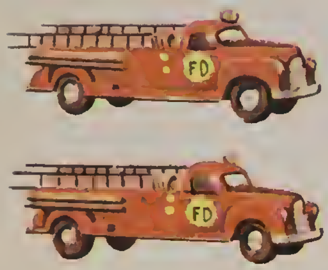

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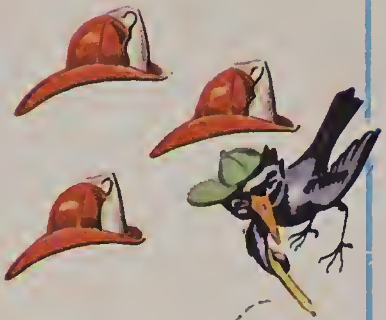

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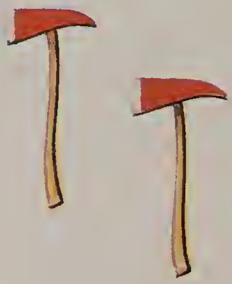

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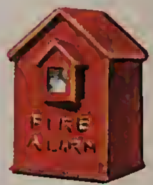

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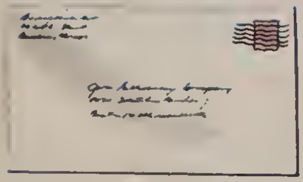

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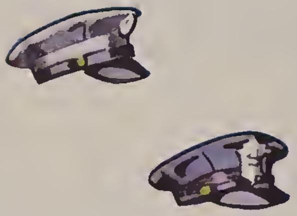

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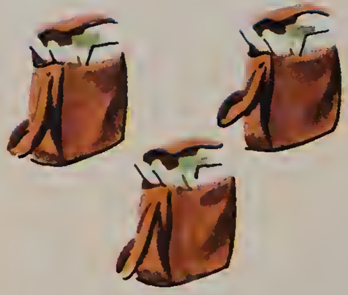

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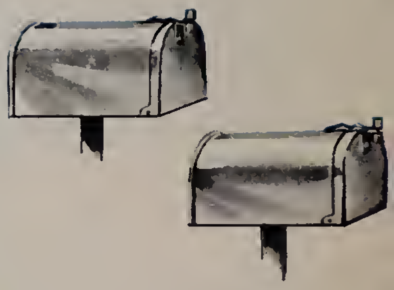

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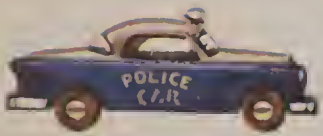

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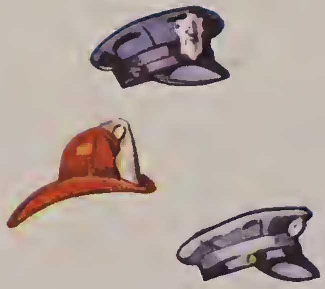

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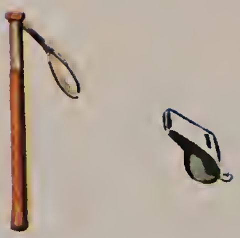

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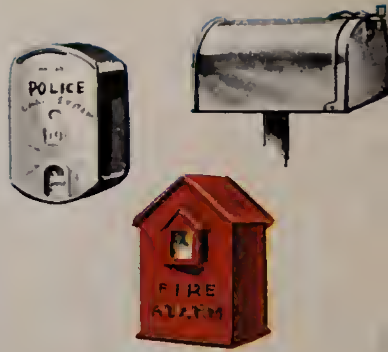
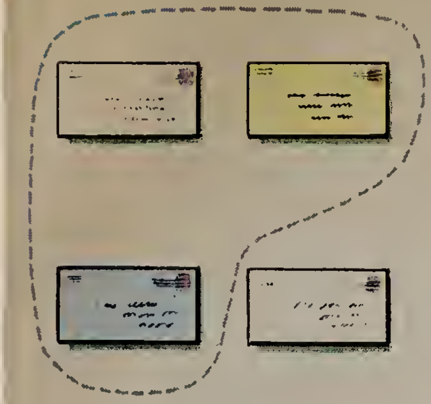

POLICE
FIRE ALARM

1 2 3

Identifying the number of members in a set — as many as 3

3



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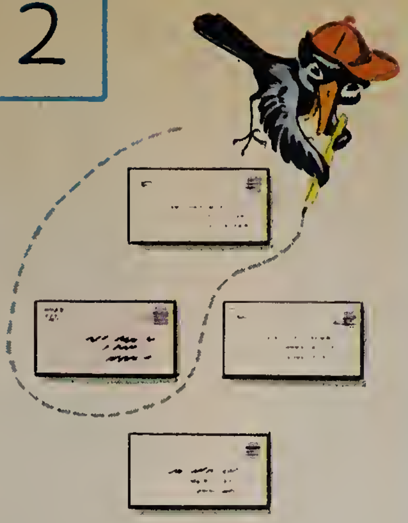

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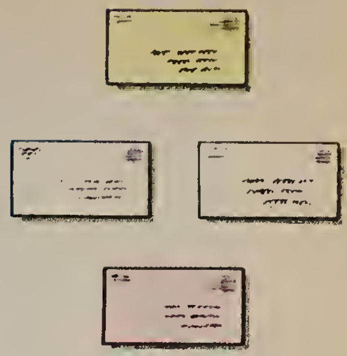

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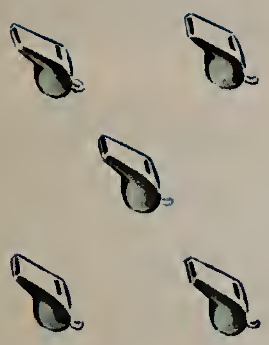

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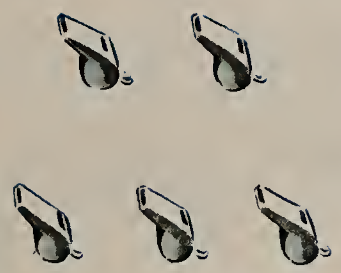

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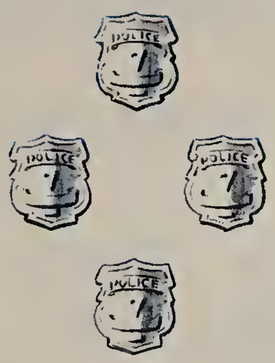

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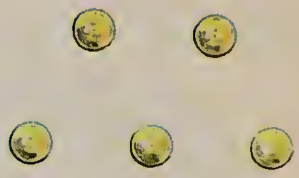

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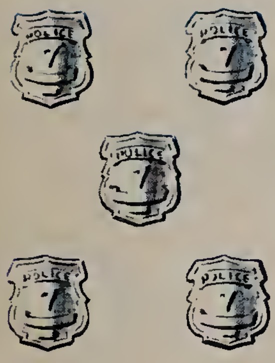

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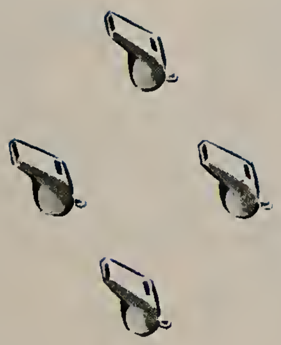

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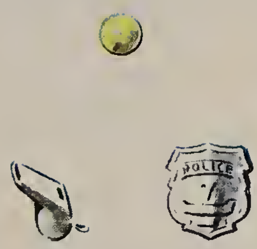

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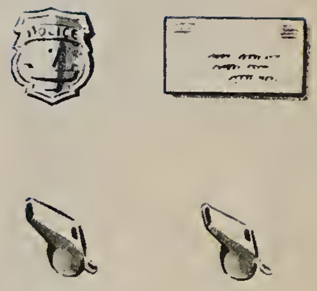

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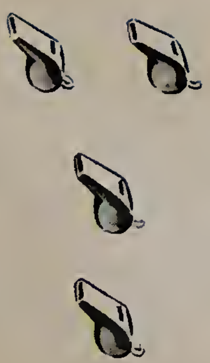

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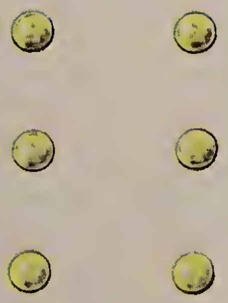

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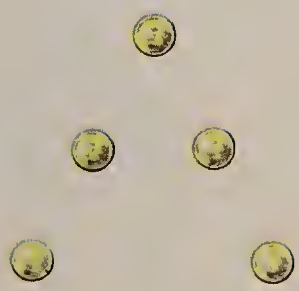

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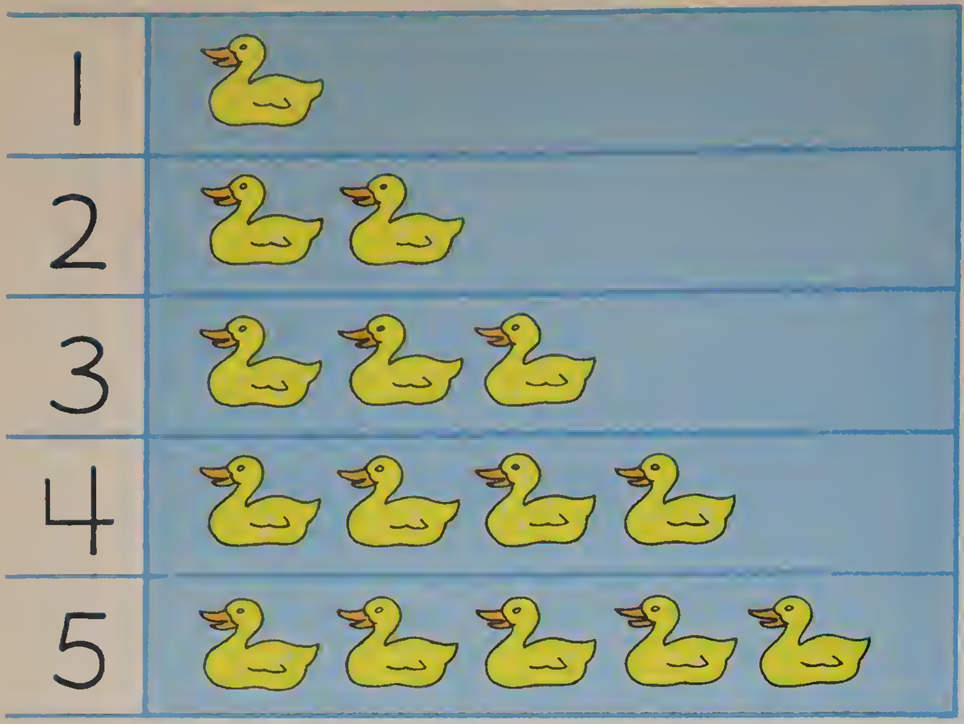
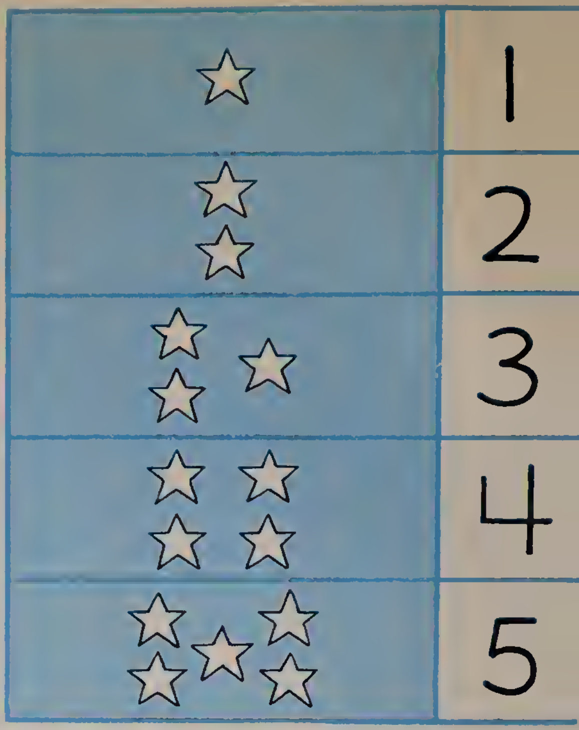
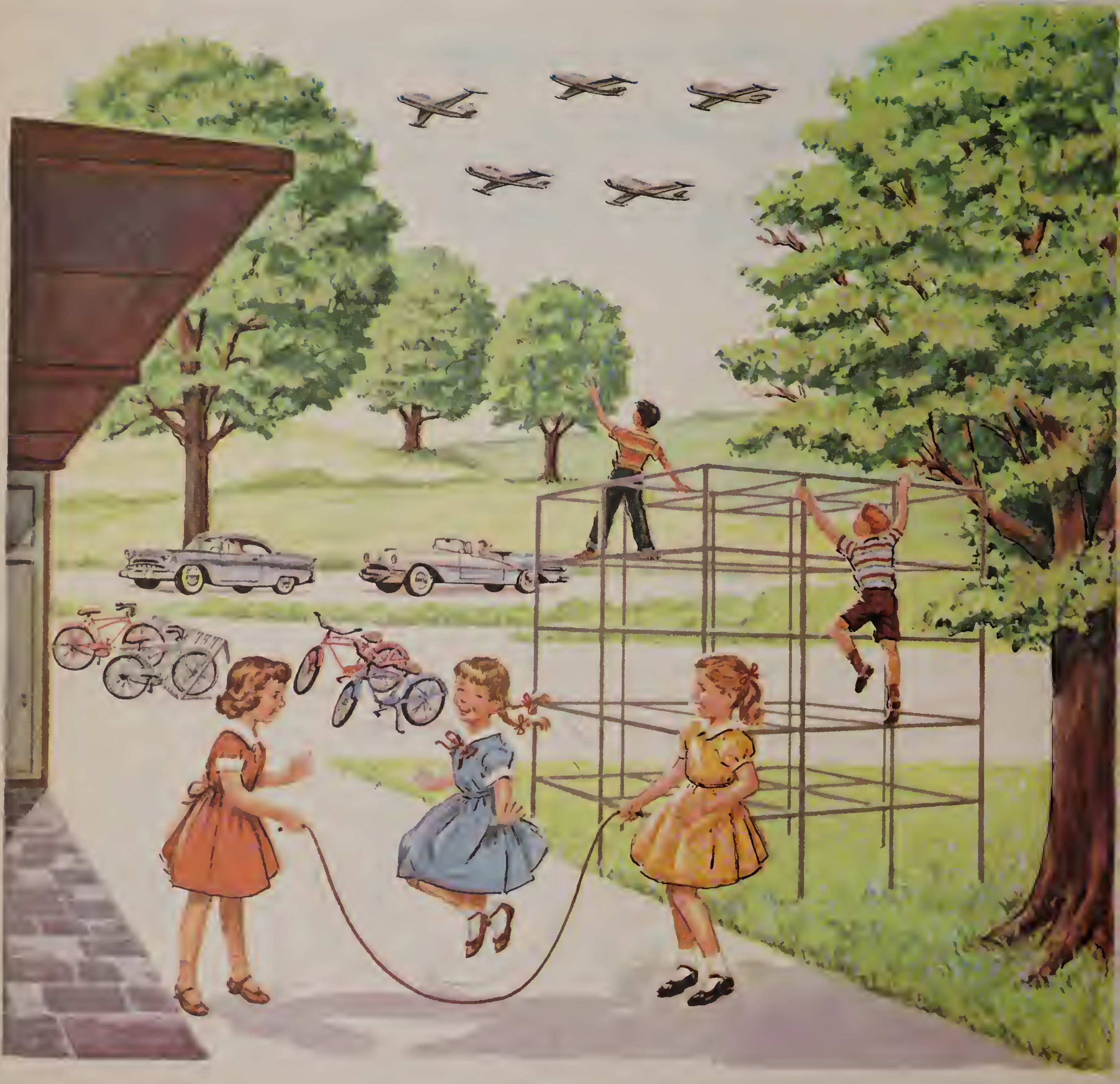
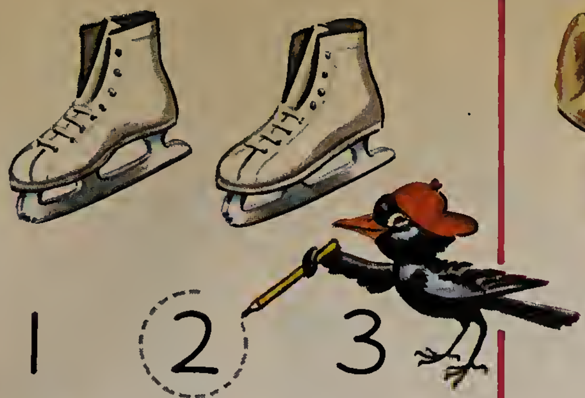


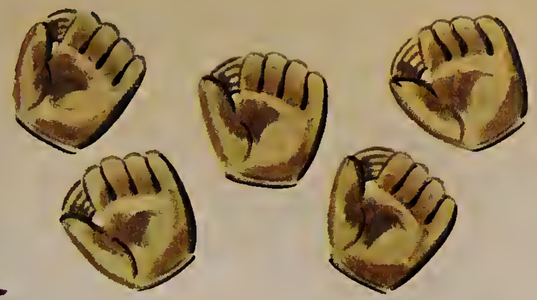




Sets in patterns, 1 through 5 members



1 [✓ 2] 3



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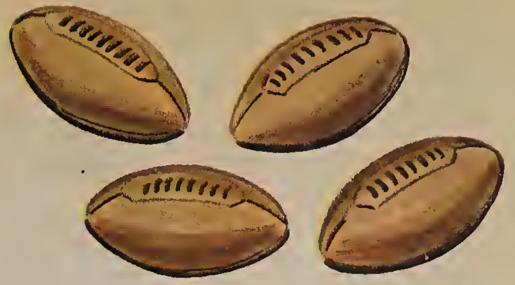

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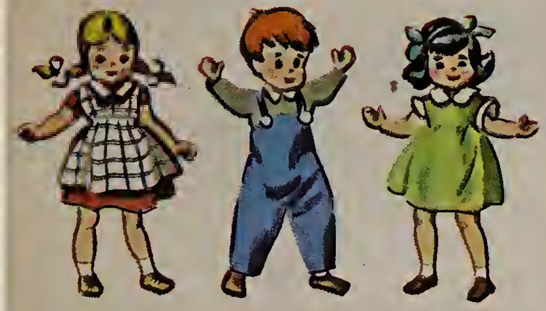

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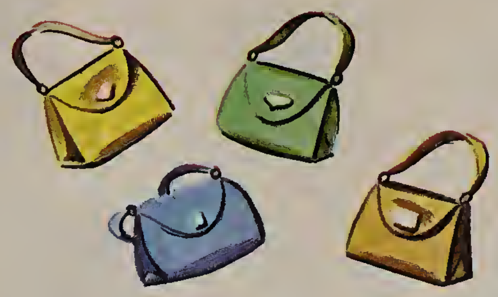

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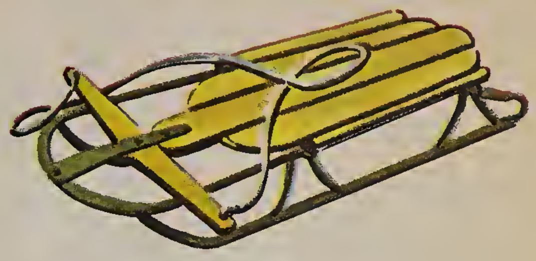

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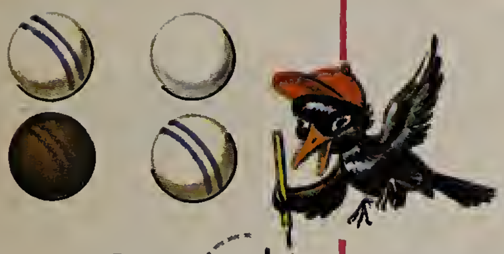

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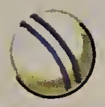

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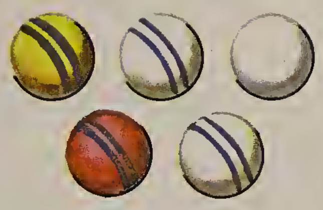

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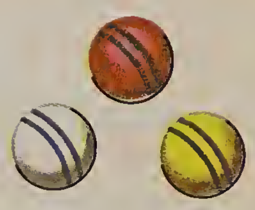

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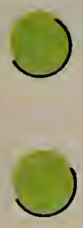

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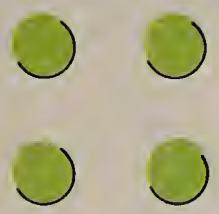

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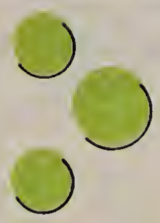

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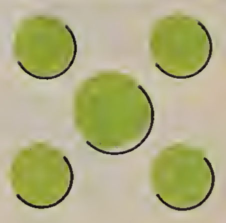

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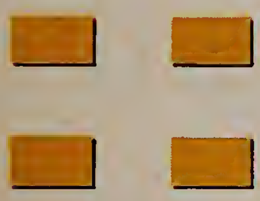

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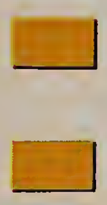

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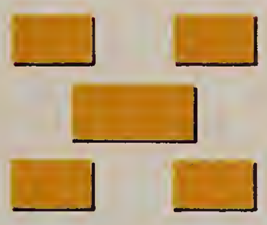

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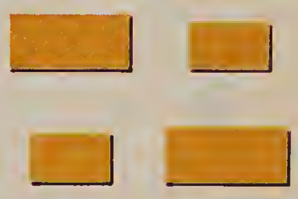

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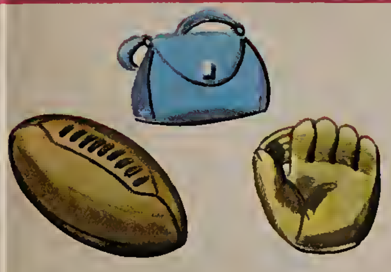

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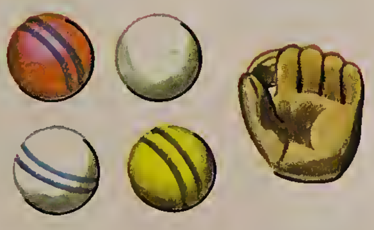

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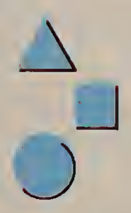

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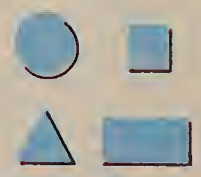
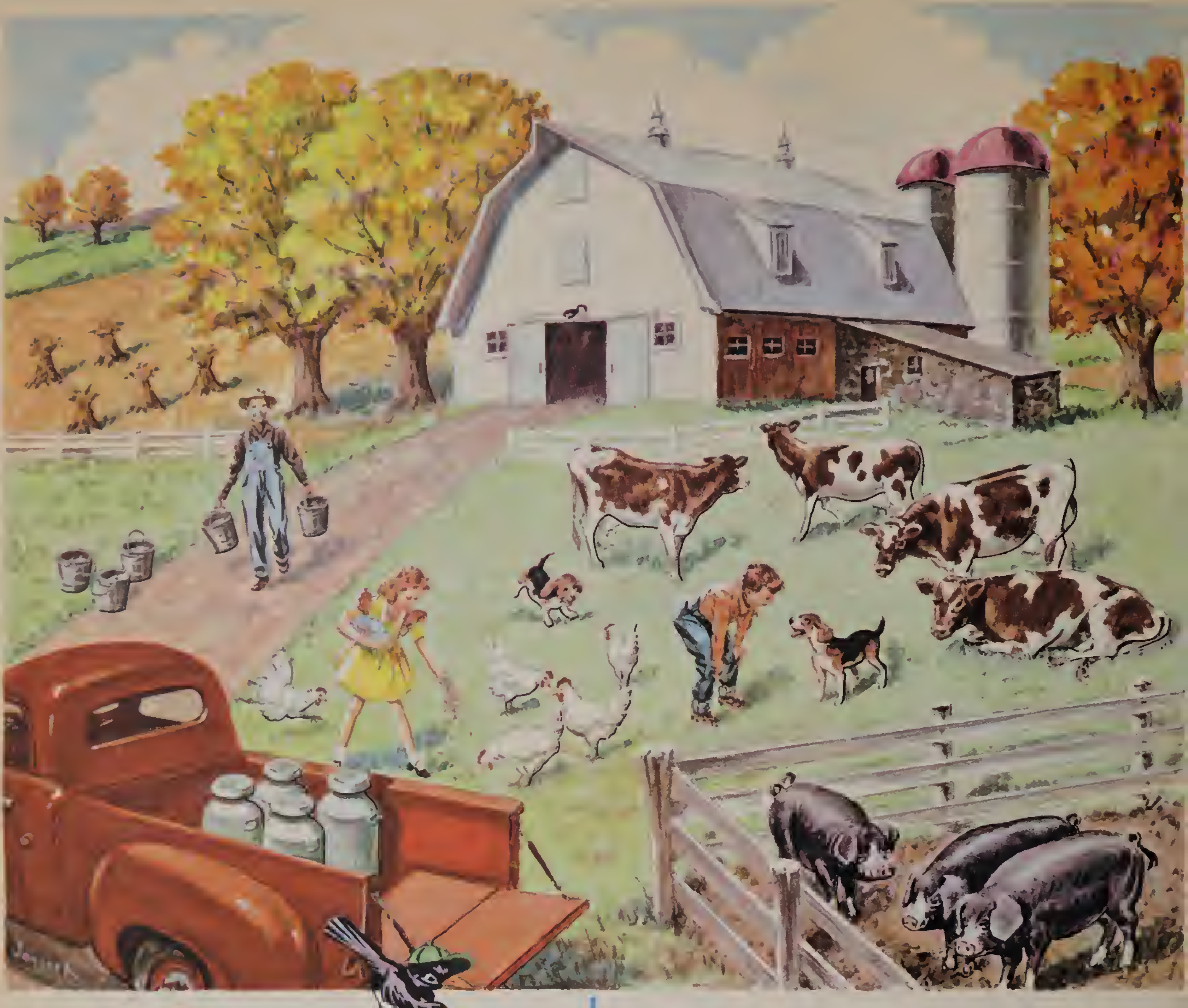
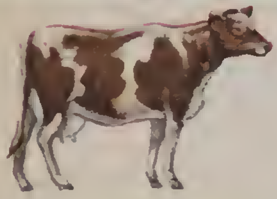
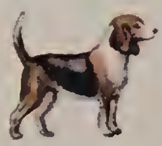
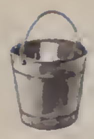
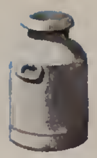
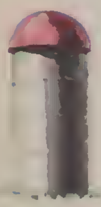
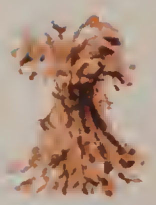
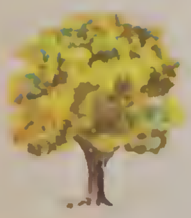
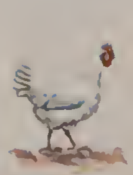


2 3 4

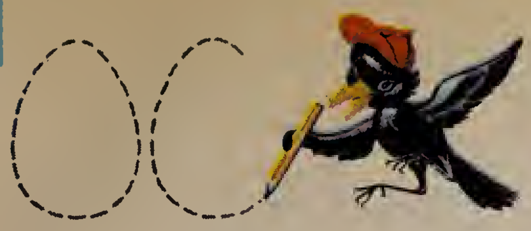
Identifying the number of members in a set — as many as 5



	1 2 3 [✓ 4] 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5

Identifying the number of members in a set, in social situation

2



4

1

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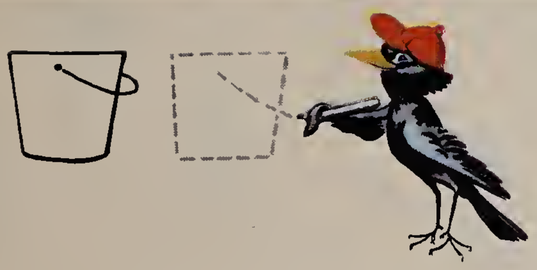
2

2



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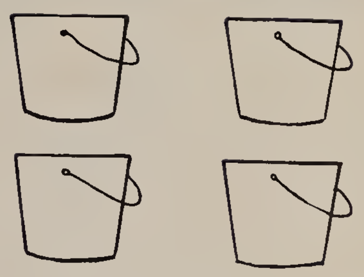

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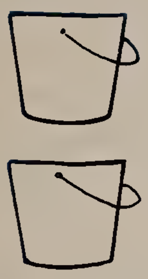

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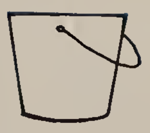

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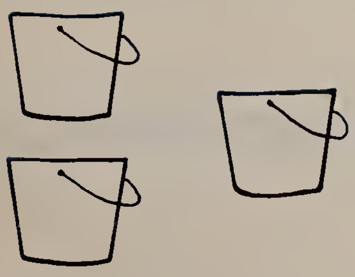

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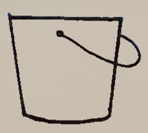

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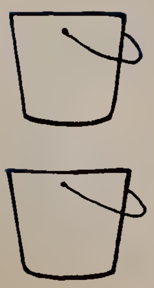

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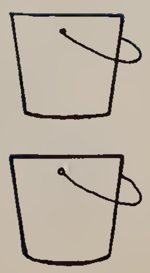

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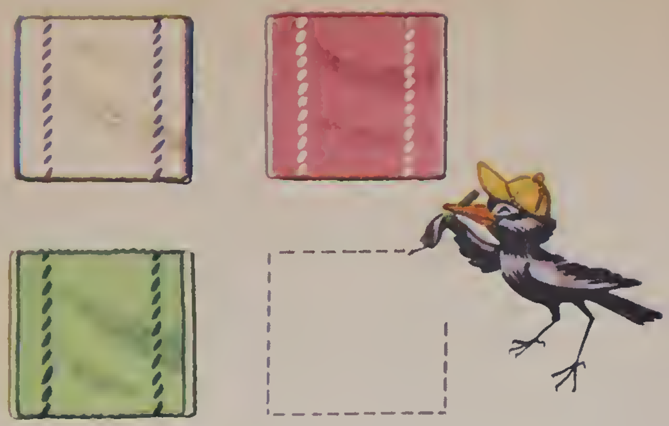

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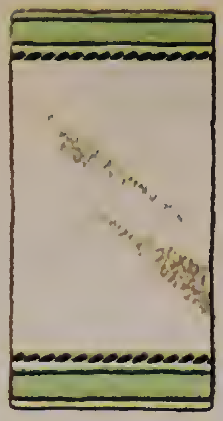

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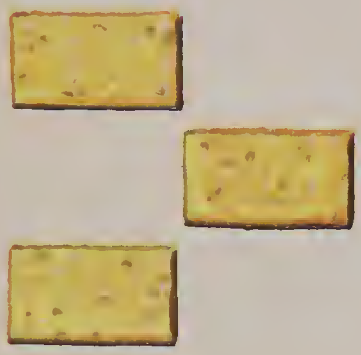

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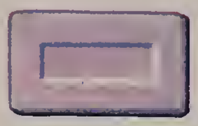

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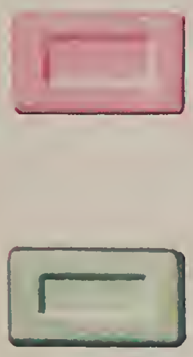

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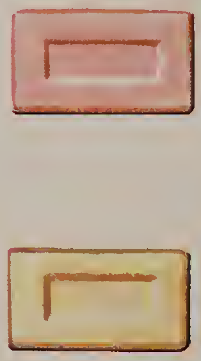

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Showing sets with as many as 5 members

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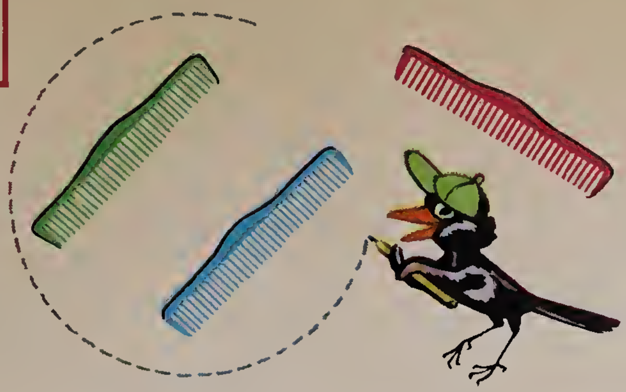

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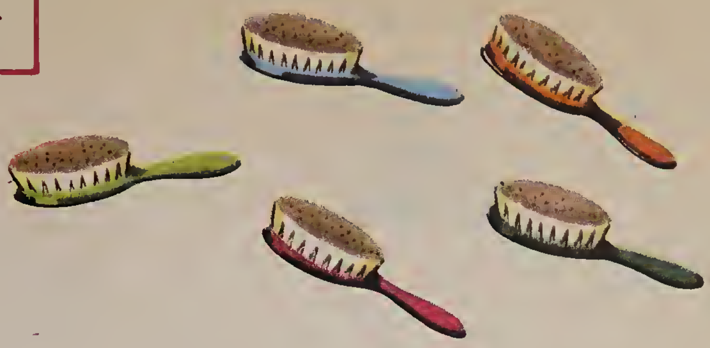

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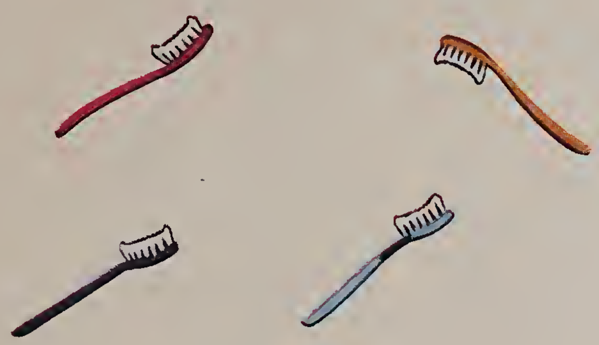

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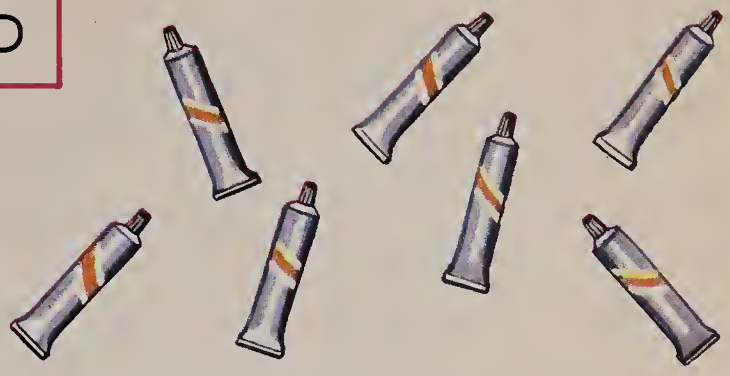

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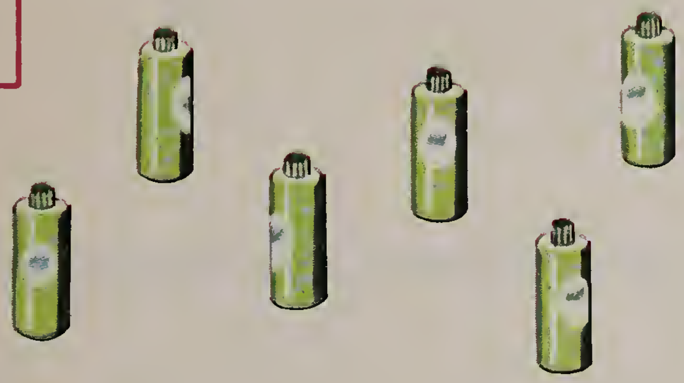

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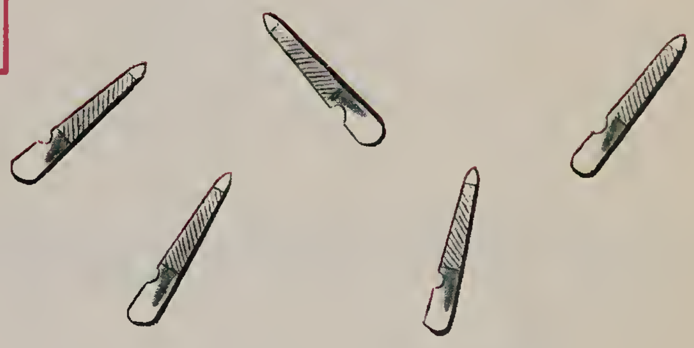

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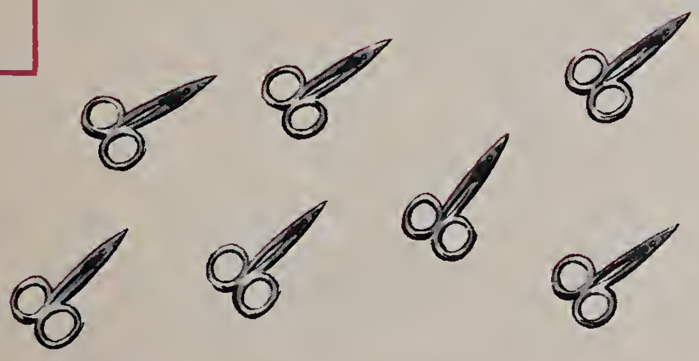

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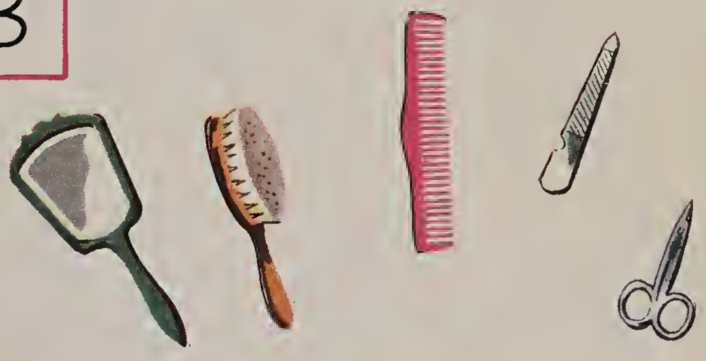

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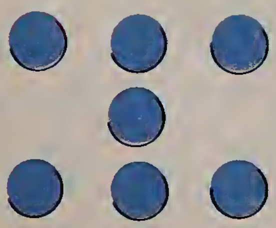

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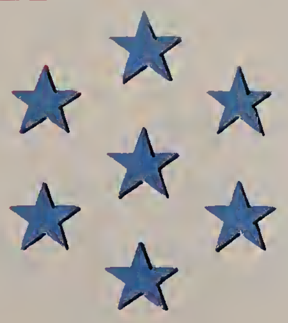

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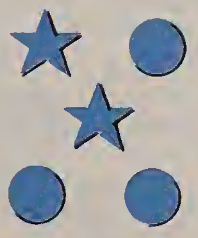

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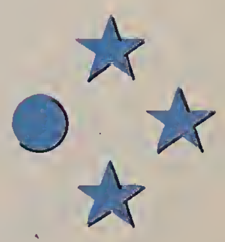
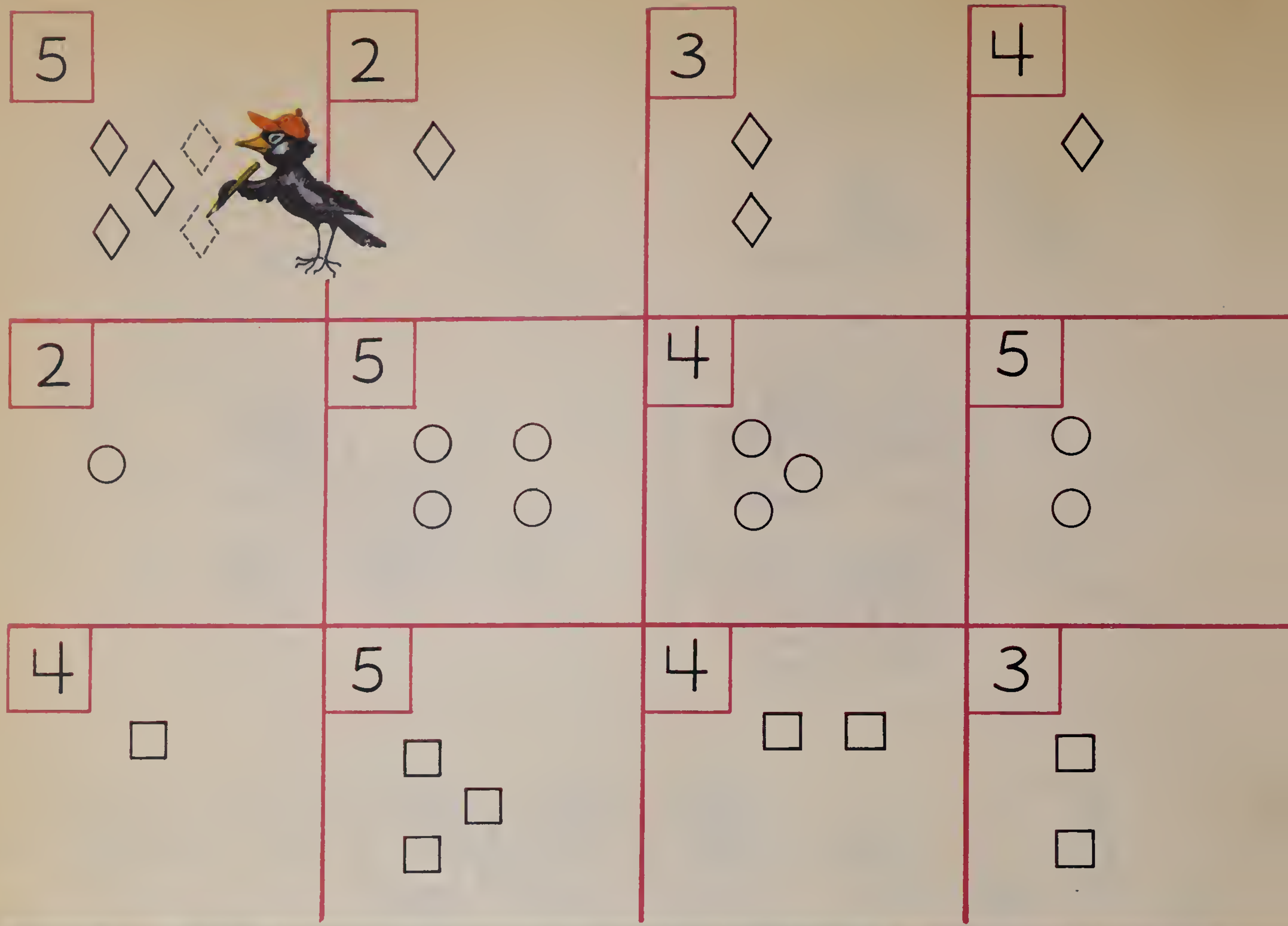


Showing sets with as many as 5 members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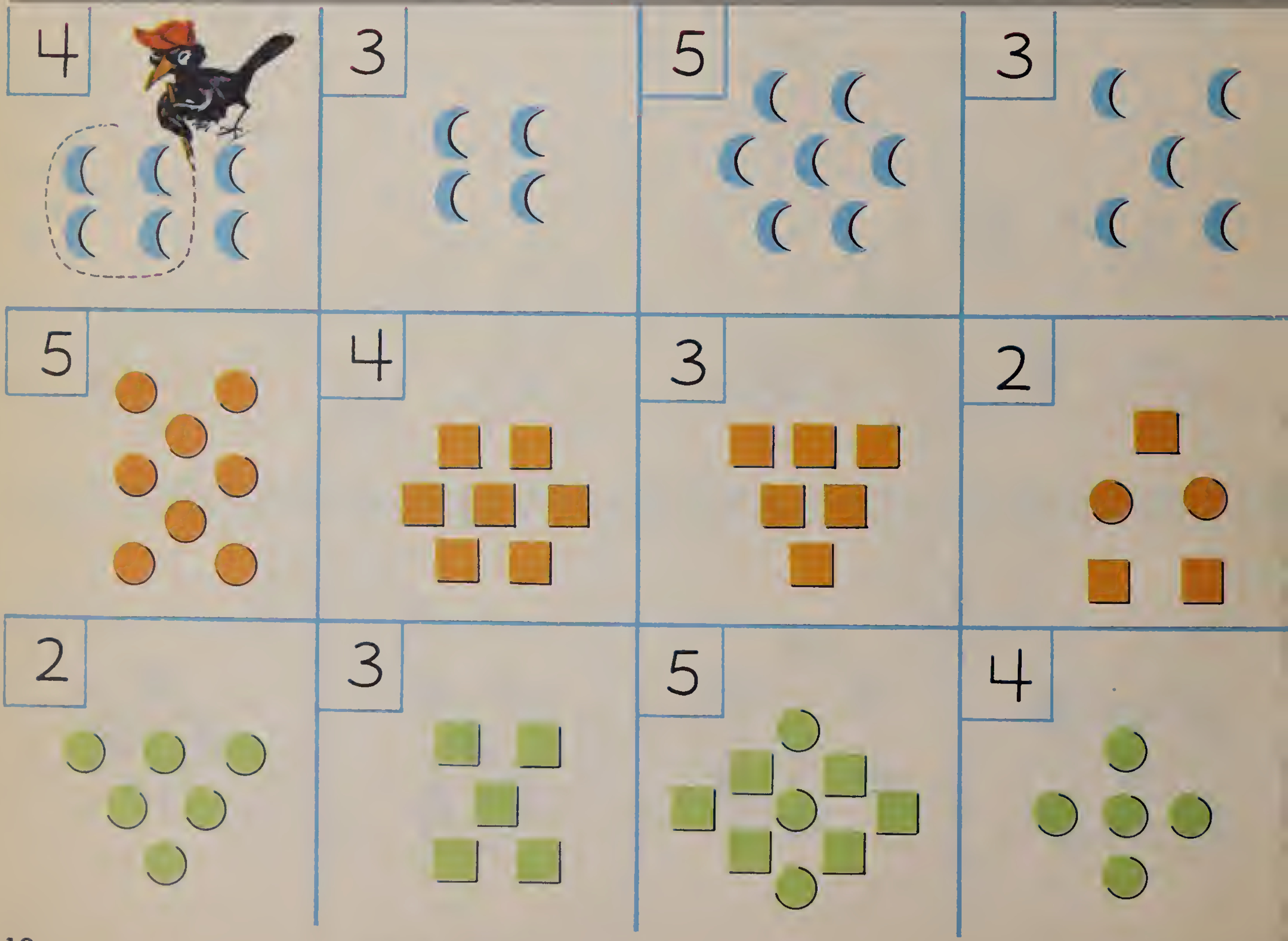
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Showing sets with as many as 5 members

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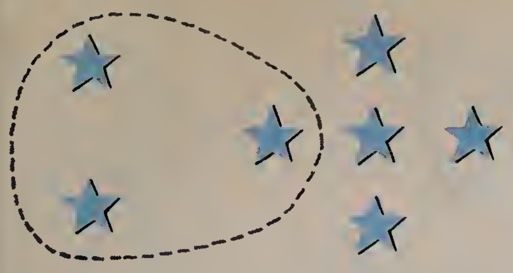

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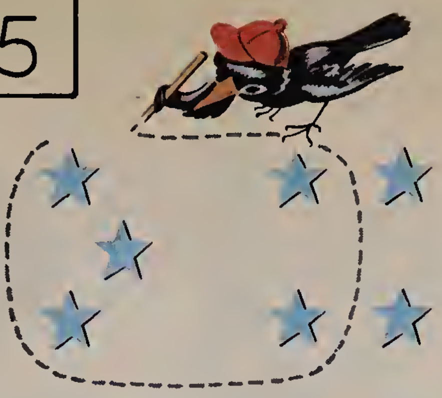

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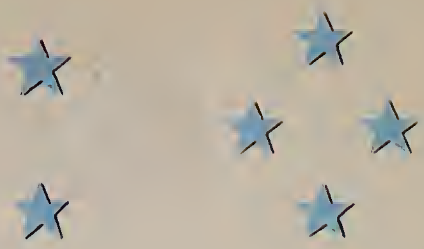

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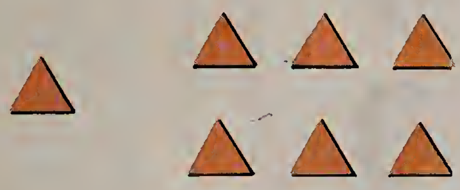

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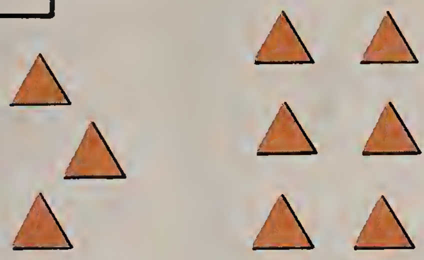

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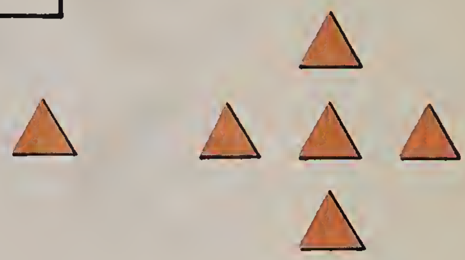

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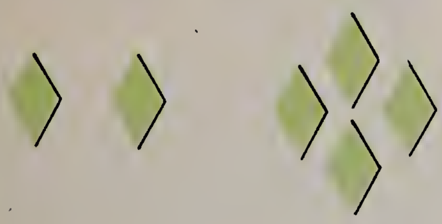

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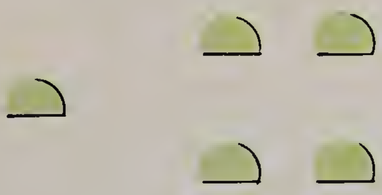

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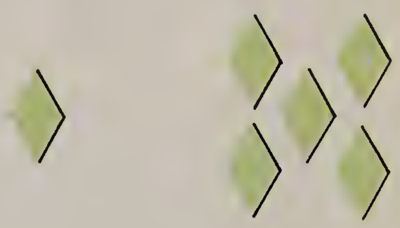

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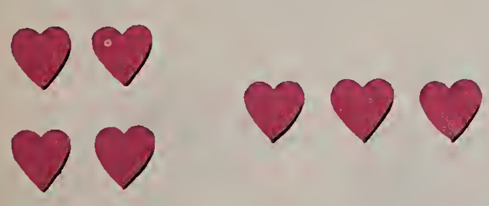

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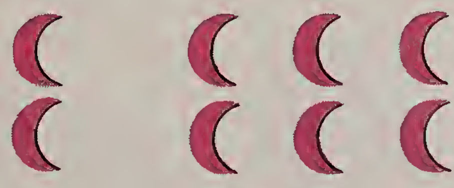

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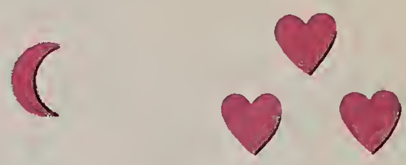

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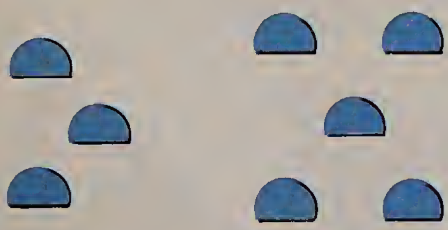

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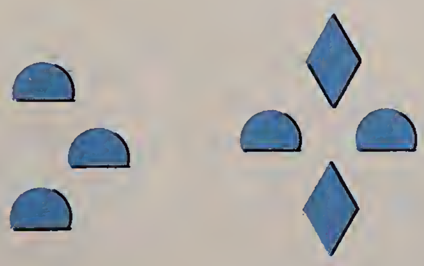

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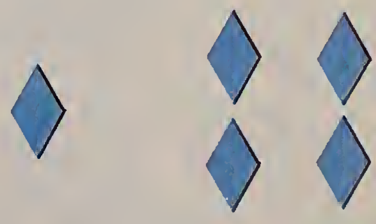

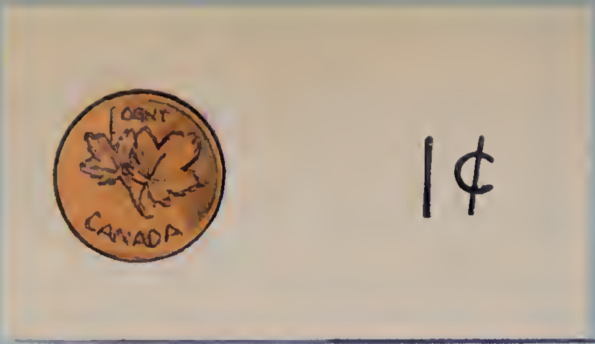
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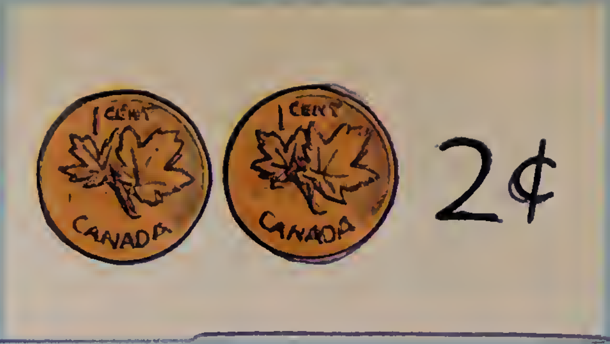

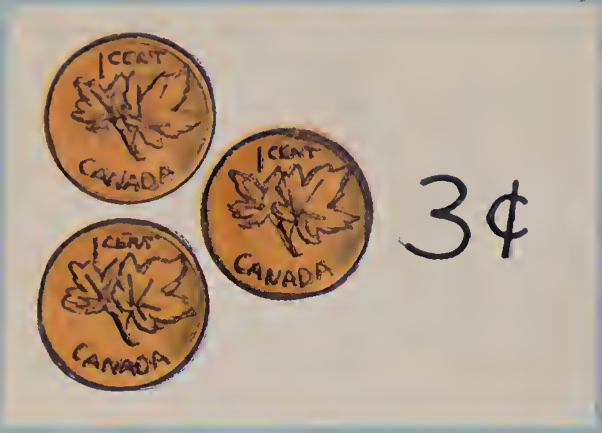

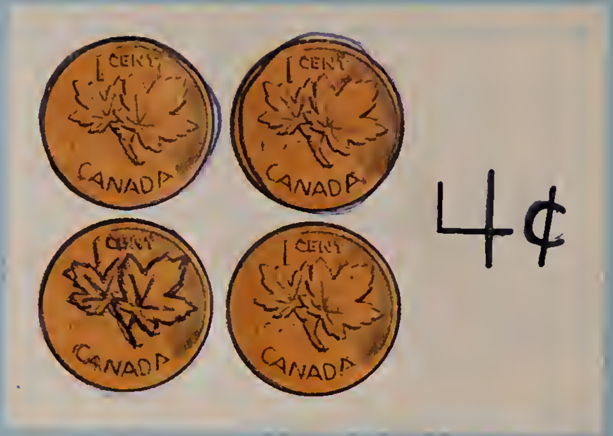

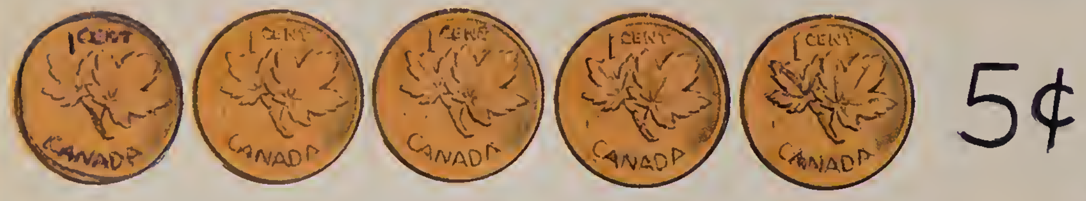

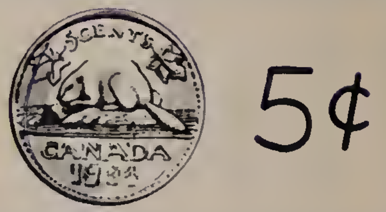
5 CENTS
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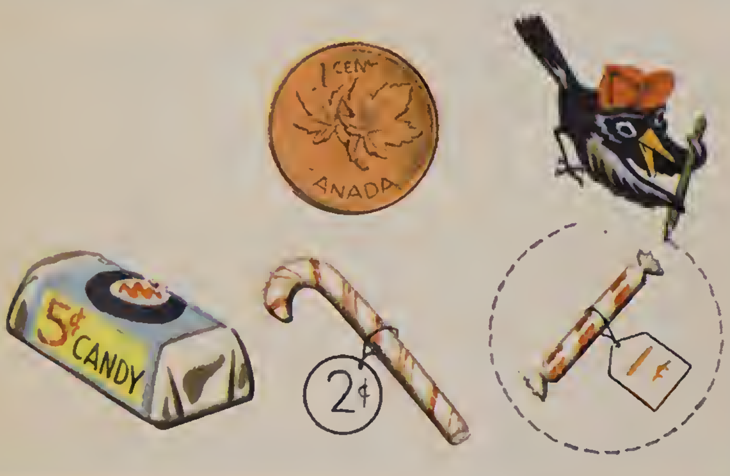

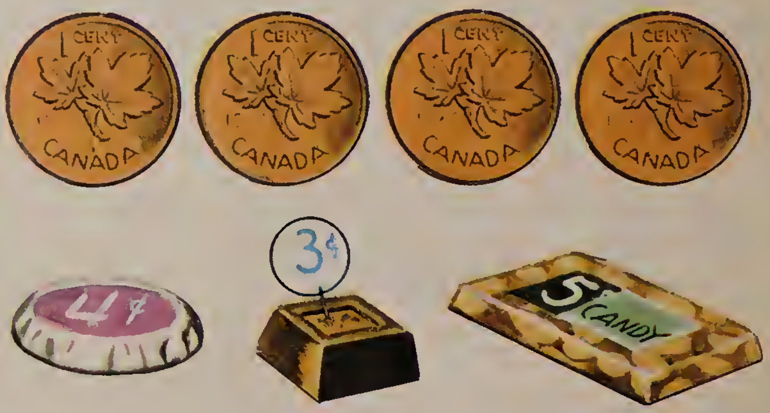

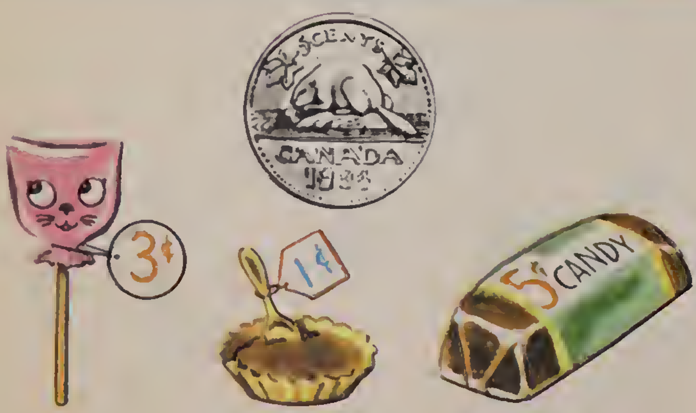

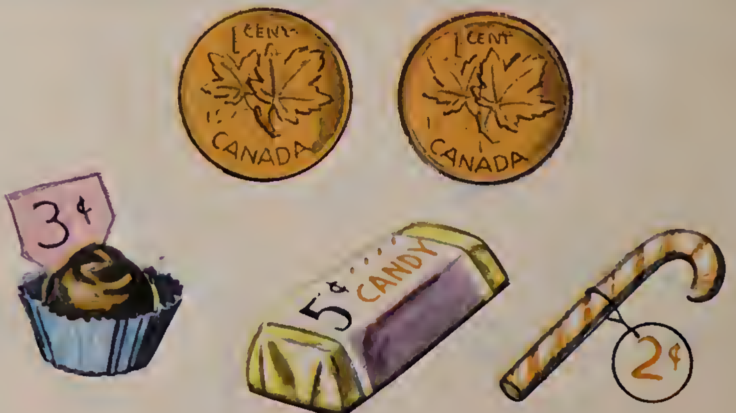

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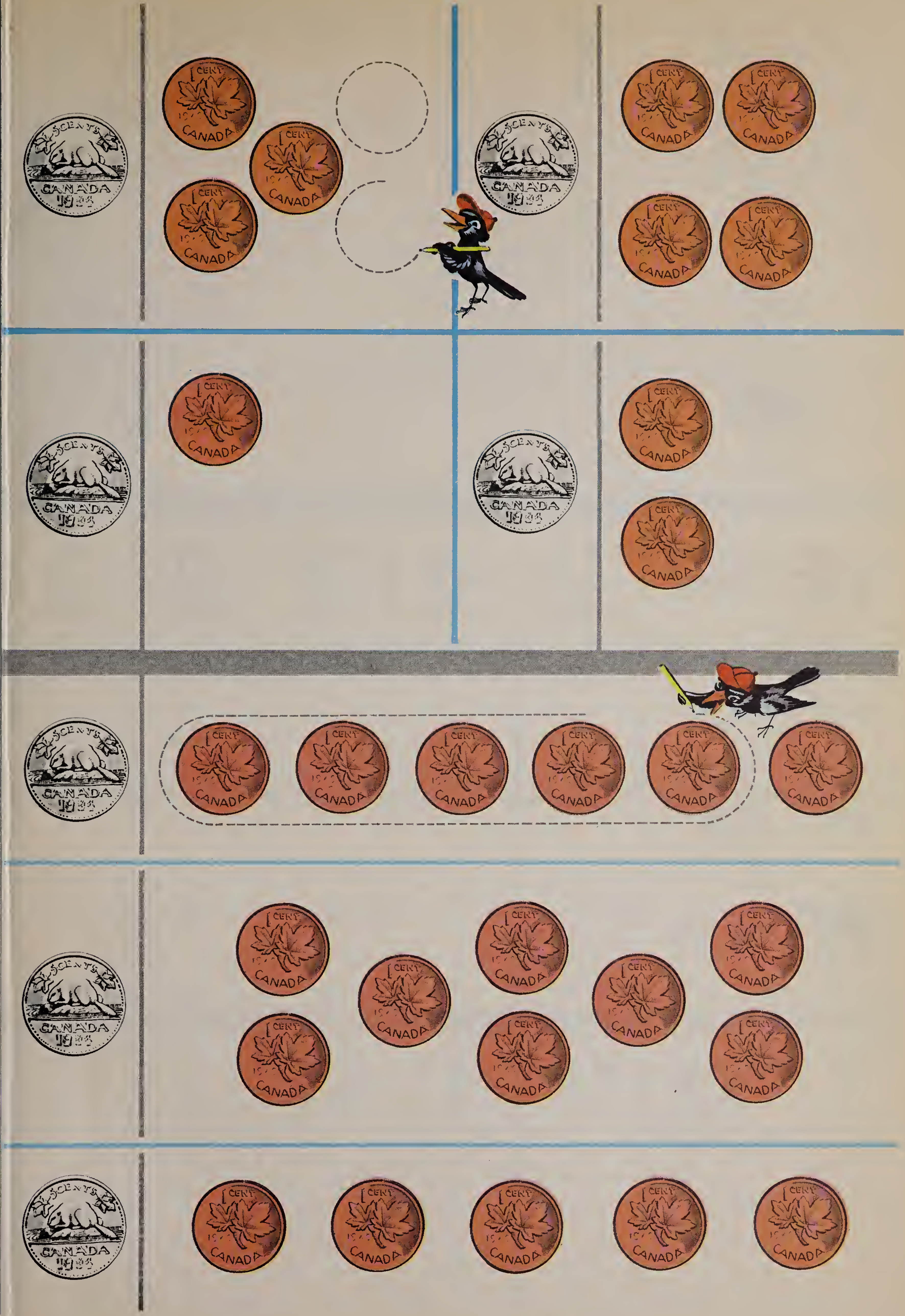
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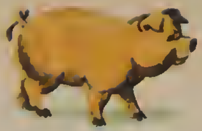
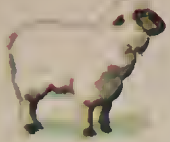
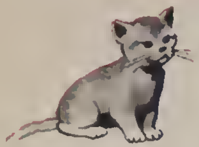
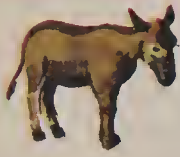
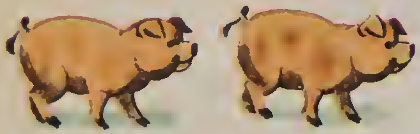
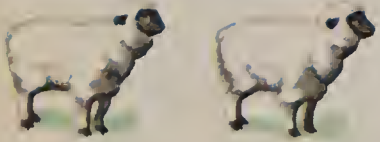
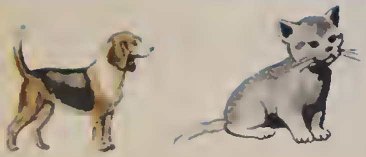
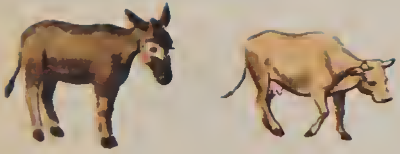
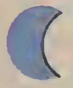
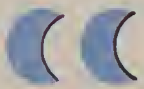
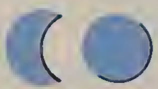
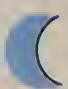
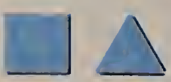
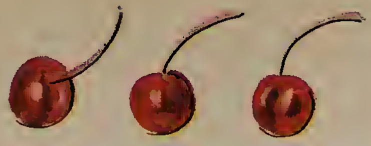
 one	1	1	1	1	1
 one	1	1	1	1	1
 one					
 one					

 two	2	2	2	2	2
 two	2	2	2	2	2
 two					
 two					

					two	one



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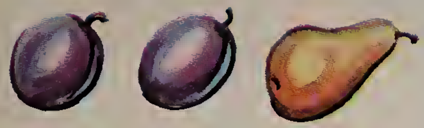

three

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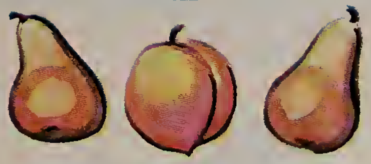

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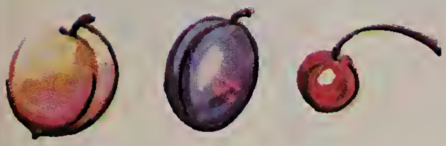

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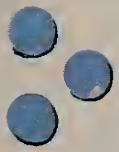	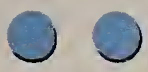	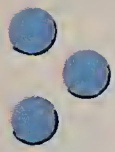	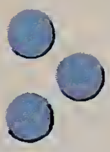	one	three	two

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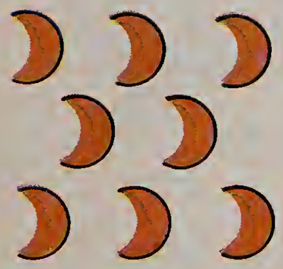

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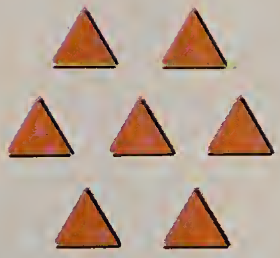

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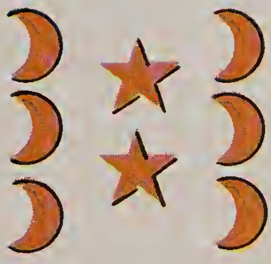

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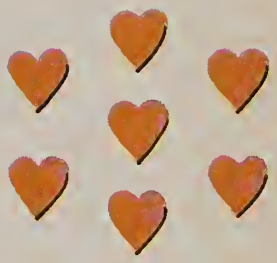

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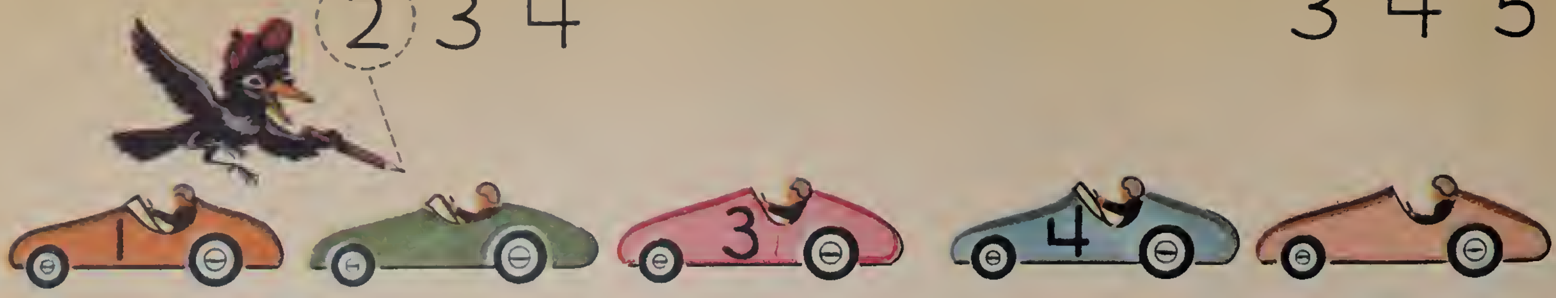

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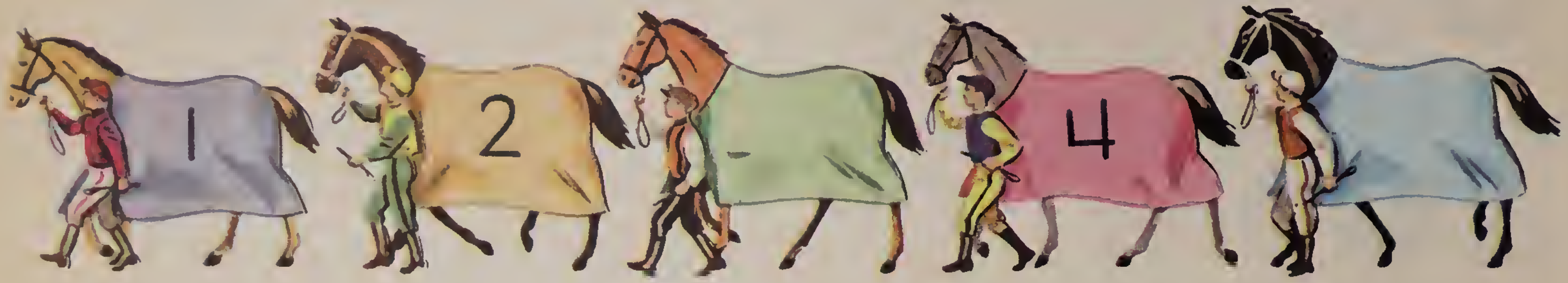

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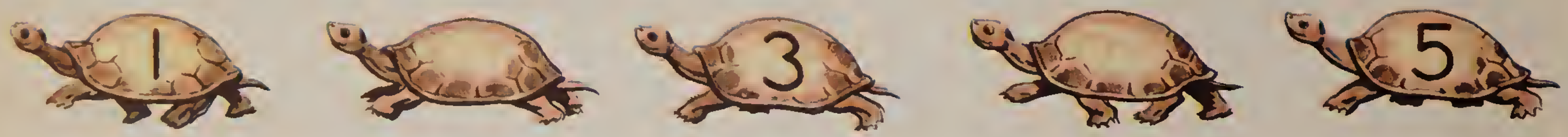

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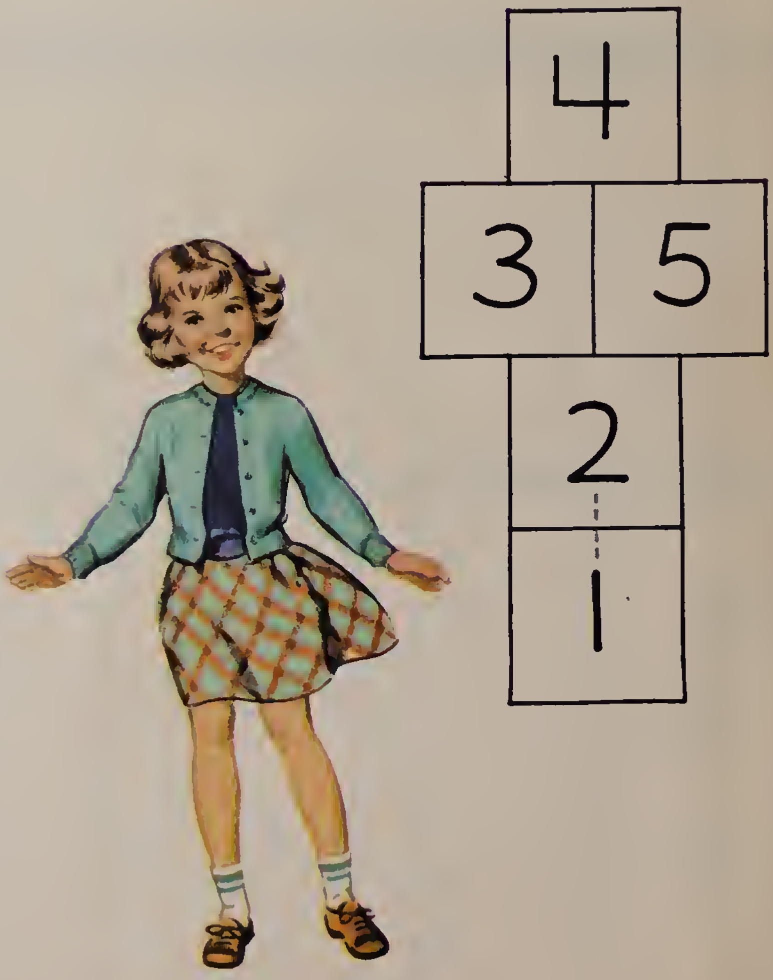

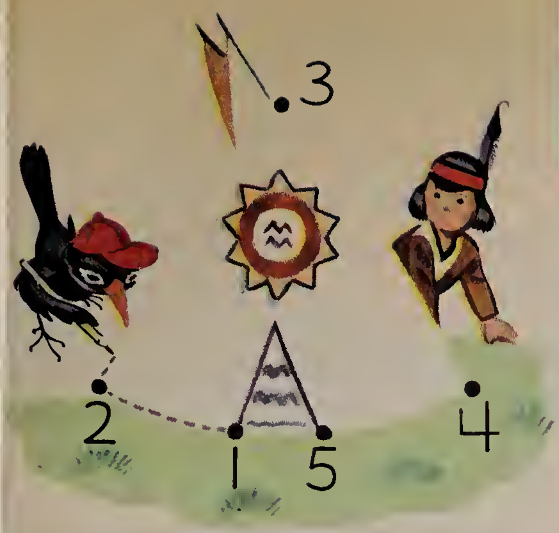
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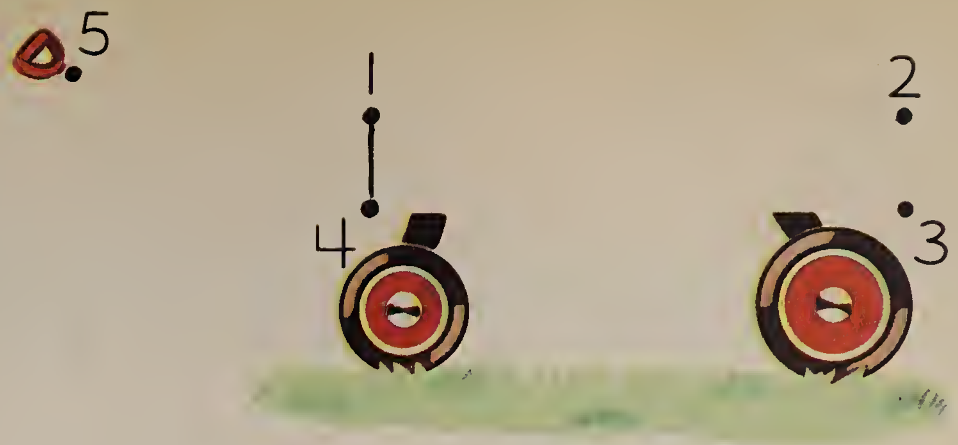
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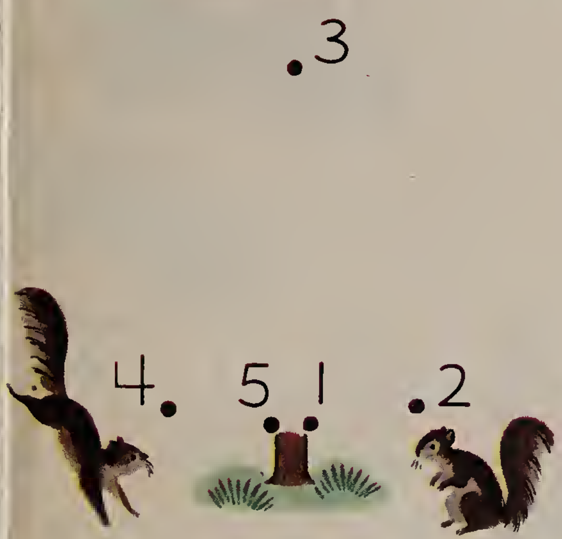
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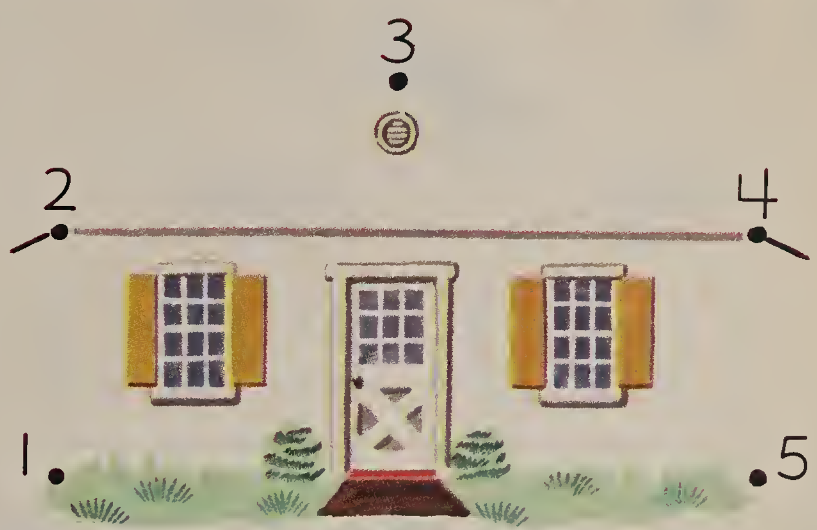
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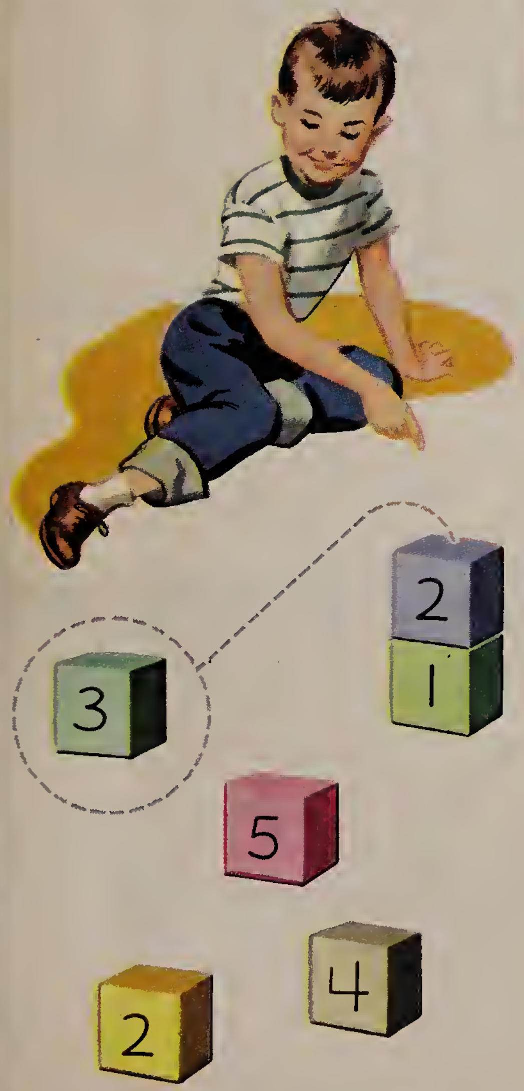
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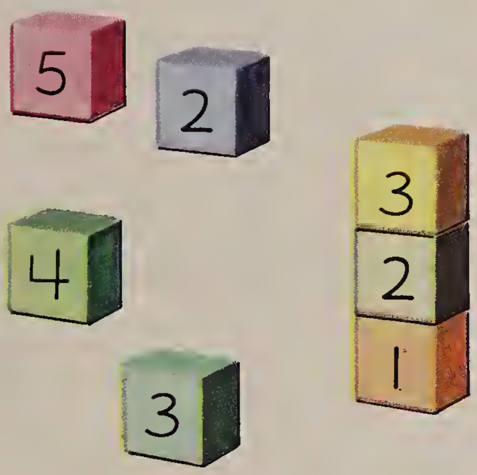
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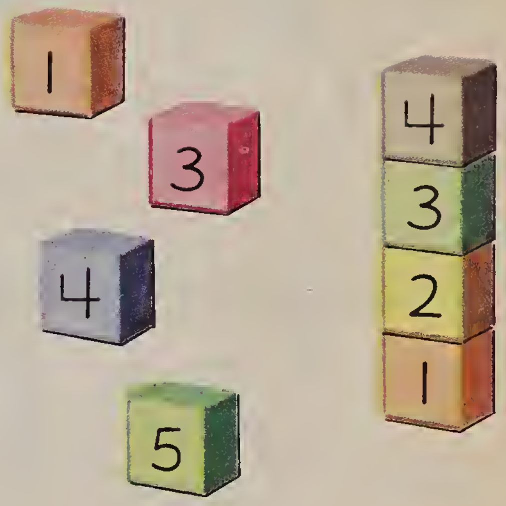
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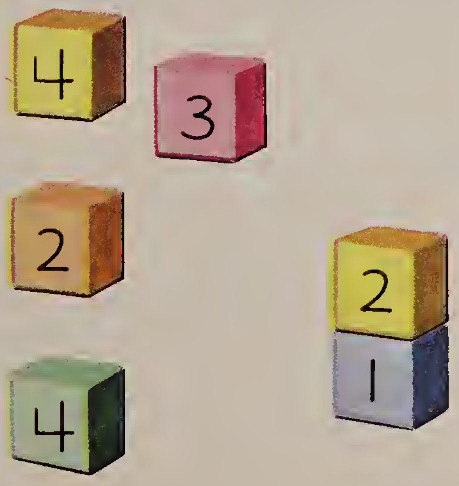
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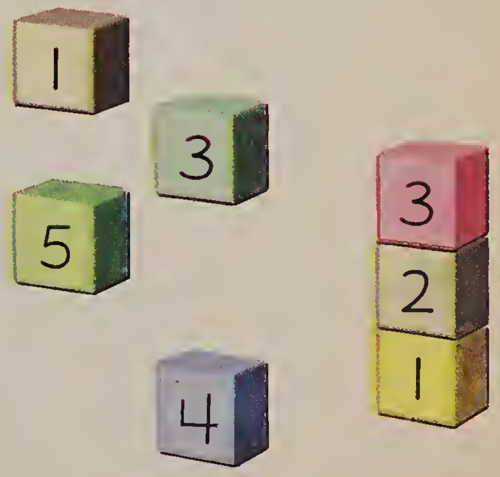
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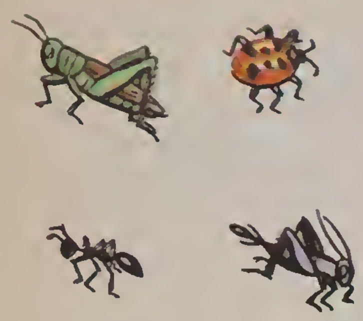
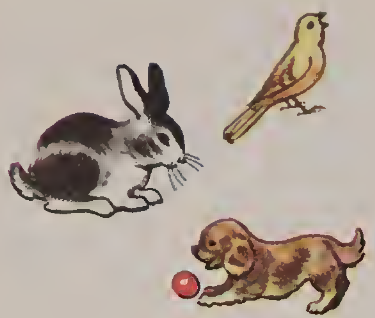
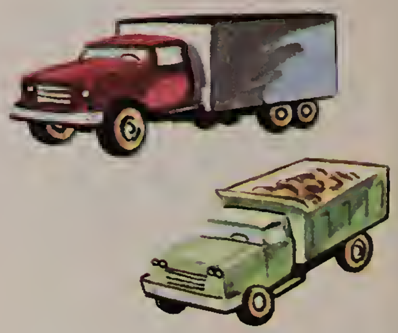
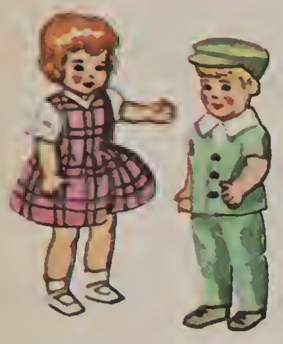
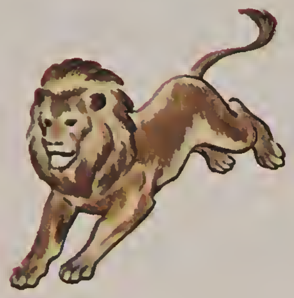
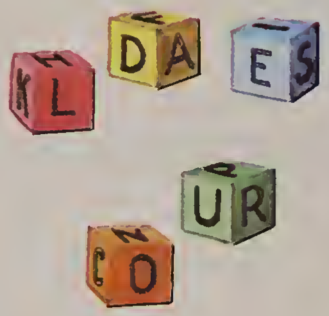
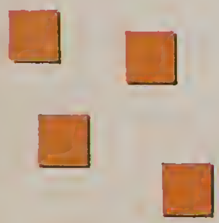
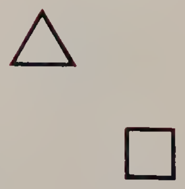
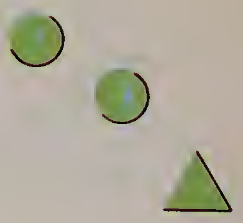
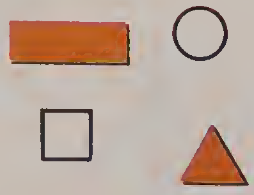
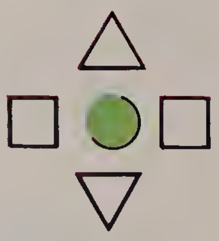
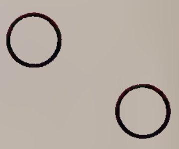
 2 3 4	 2 3 4	0 1 2	 0 1 2
 1 2 3	 0 1 2	 3 4 5	0 1 2
 3 4 5	0 2 4	 0 1 2	 1 2 3
0 3 5	 2 3 4	 3 4 5	 0 2 4

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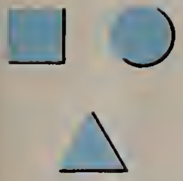
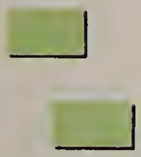
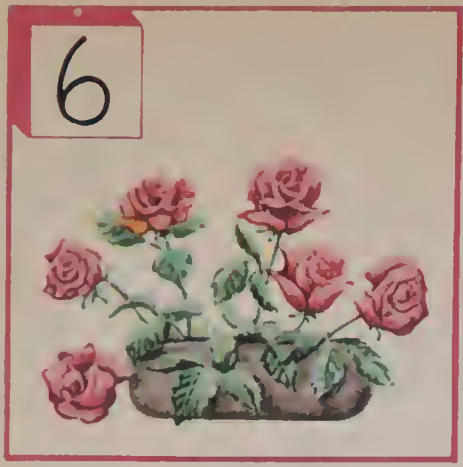
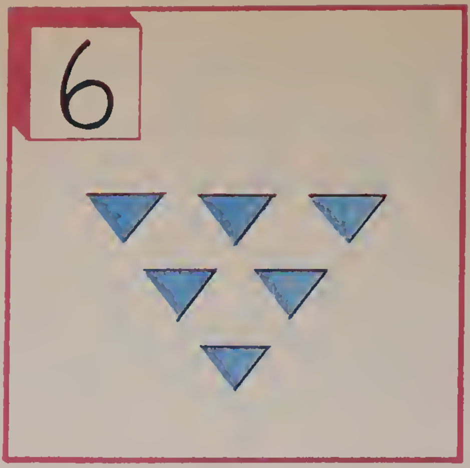
			three	one	zero	two





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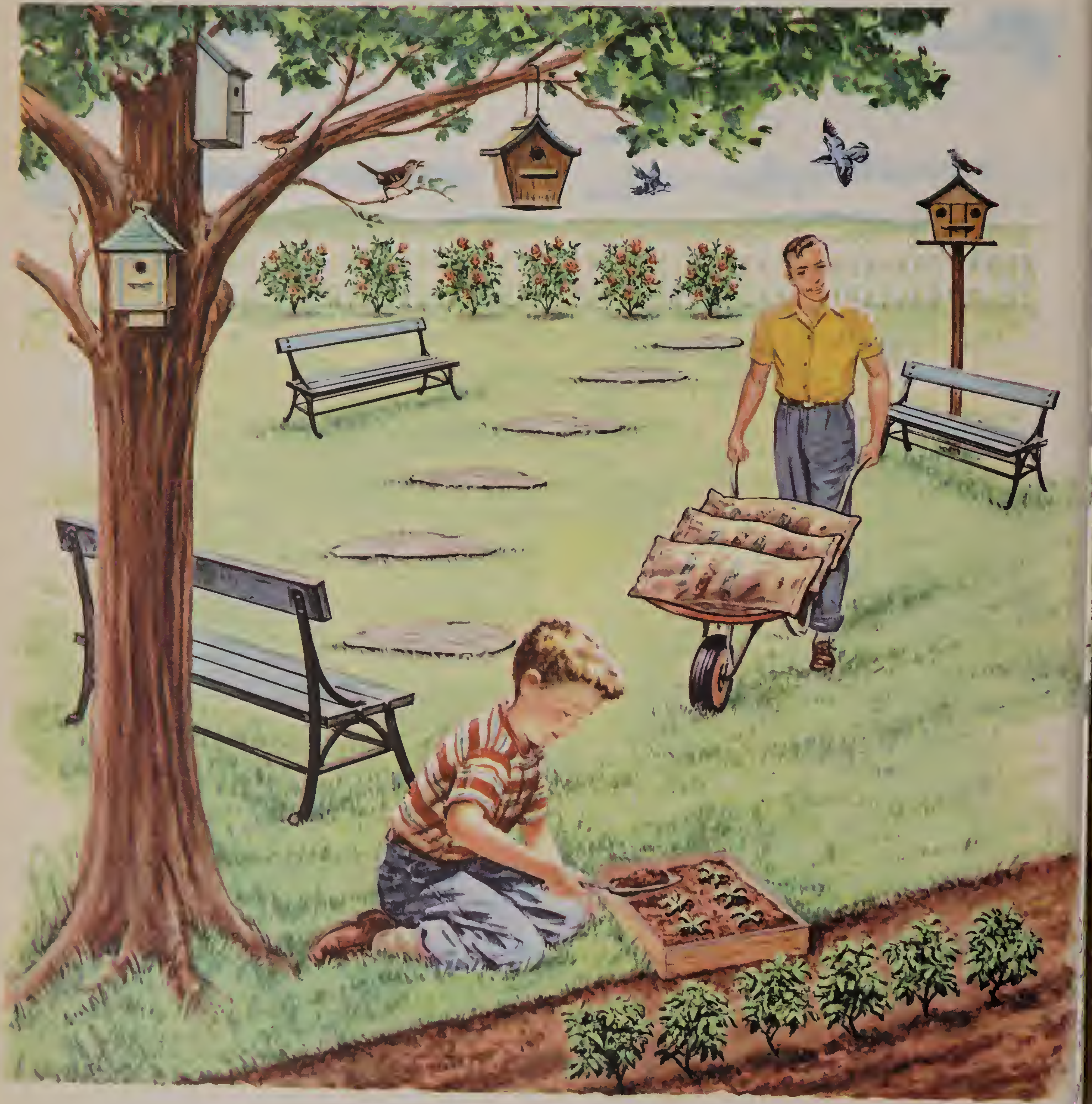

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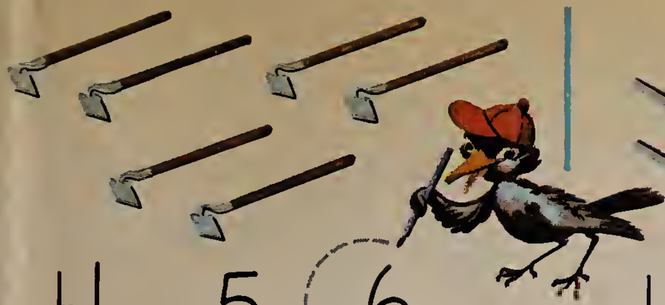
Introducing sets of 6



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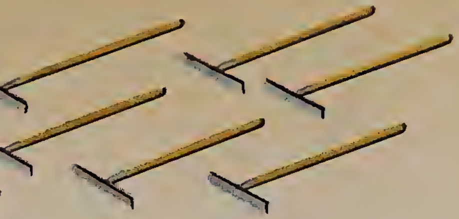

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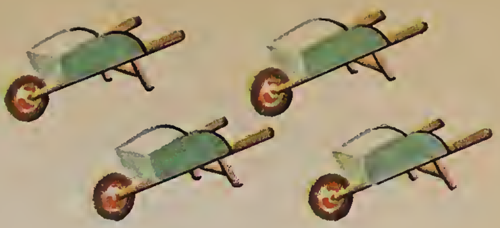

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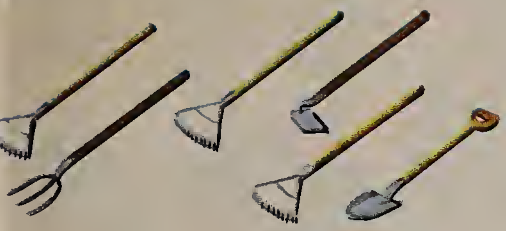

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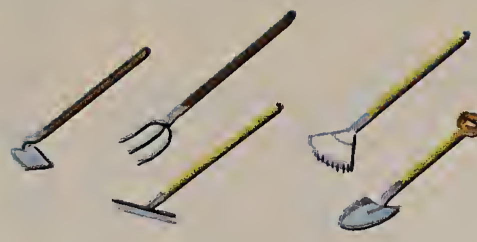

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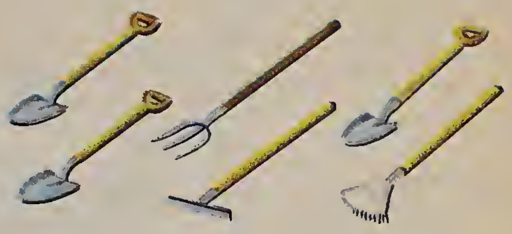

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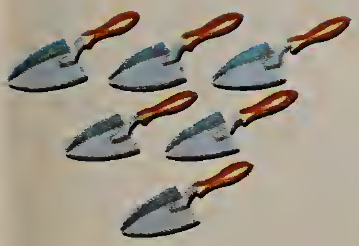

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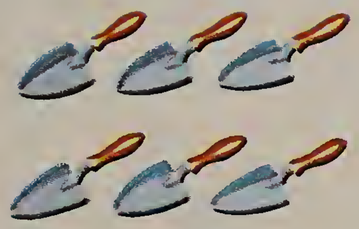

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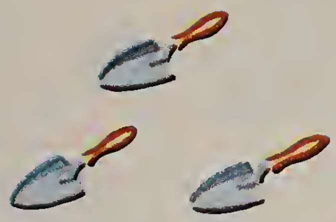

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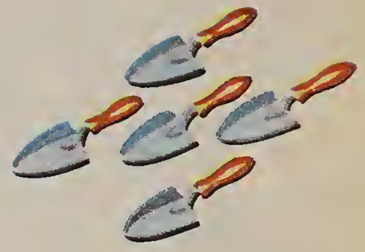

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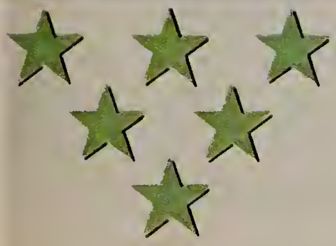

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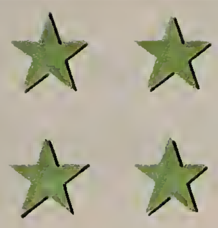

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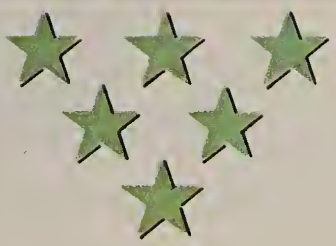

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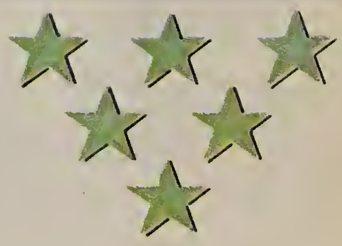

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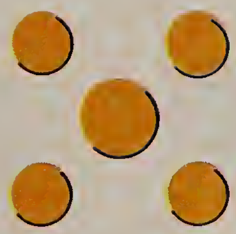

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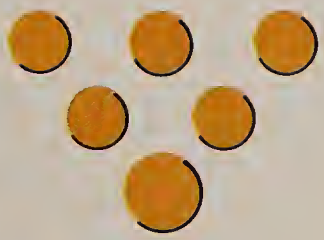

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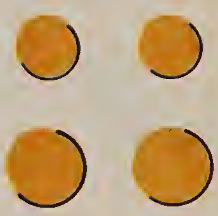

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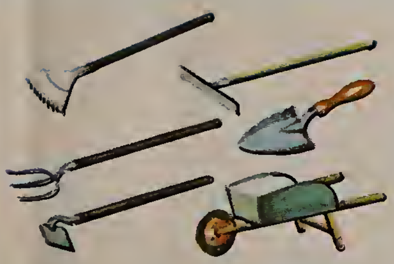

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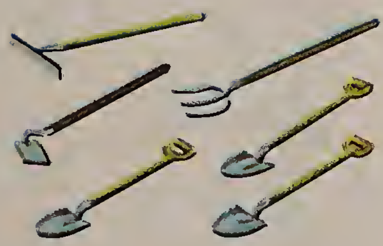

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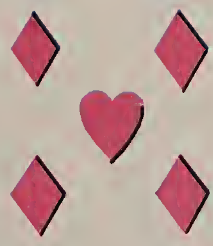

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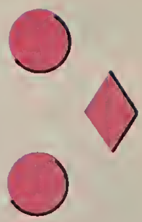

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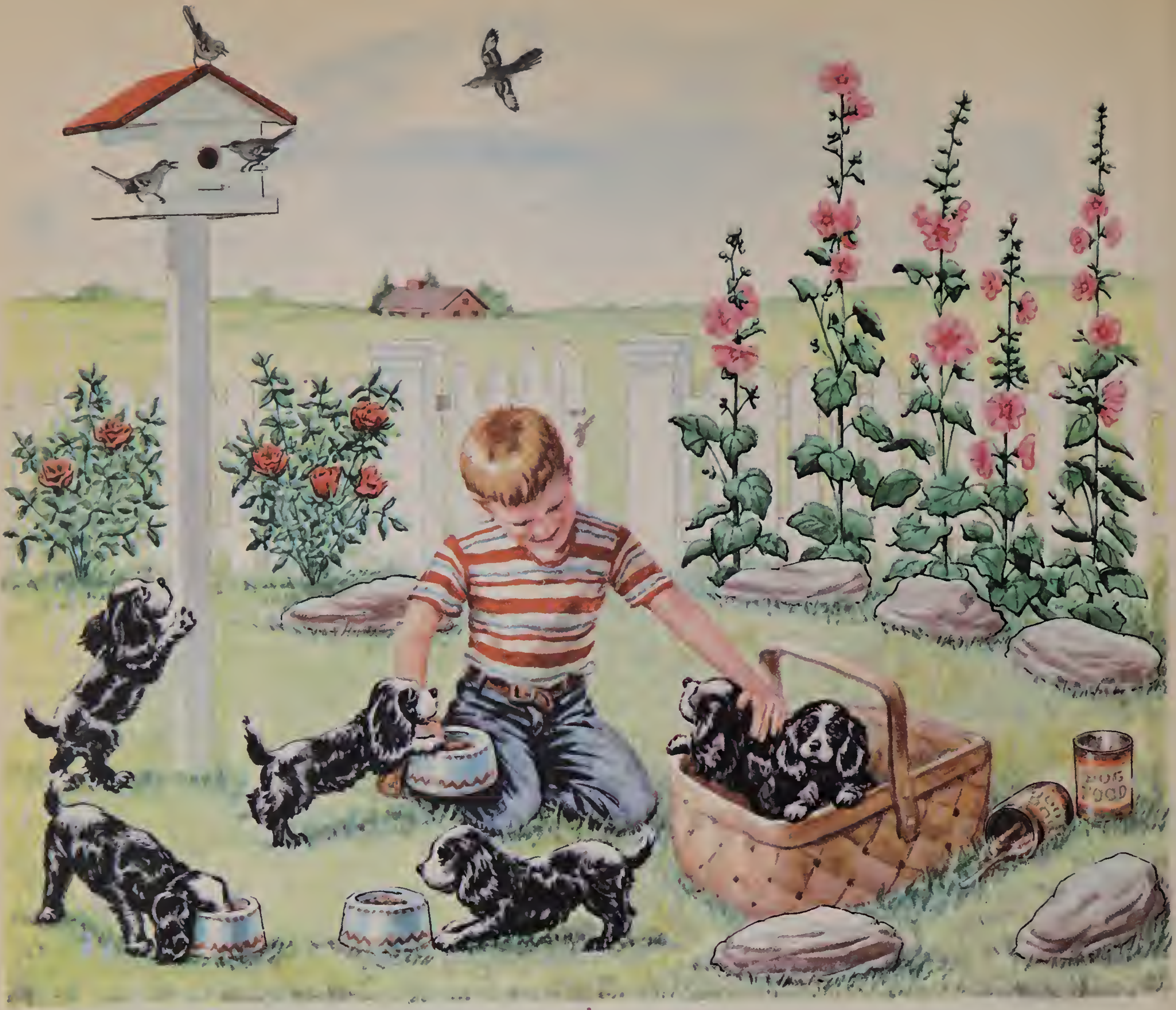
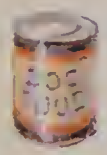
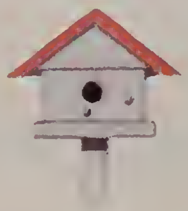
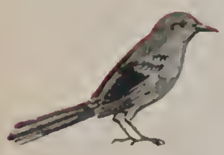
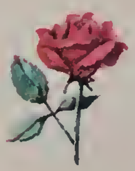
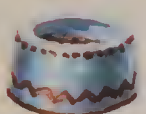
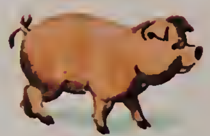
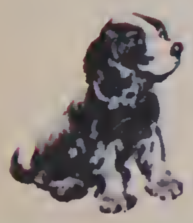
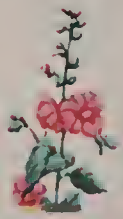
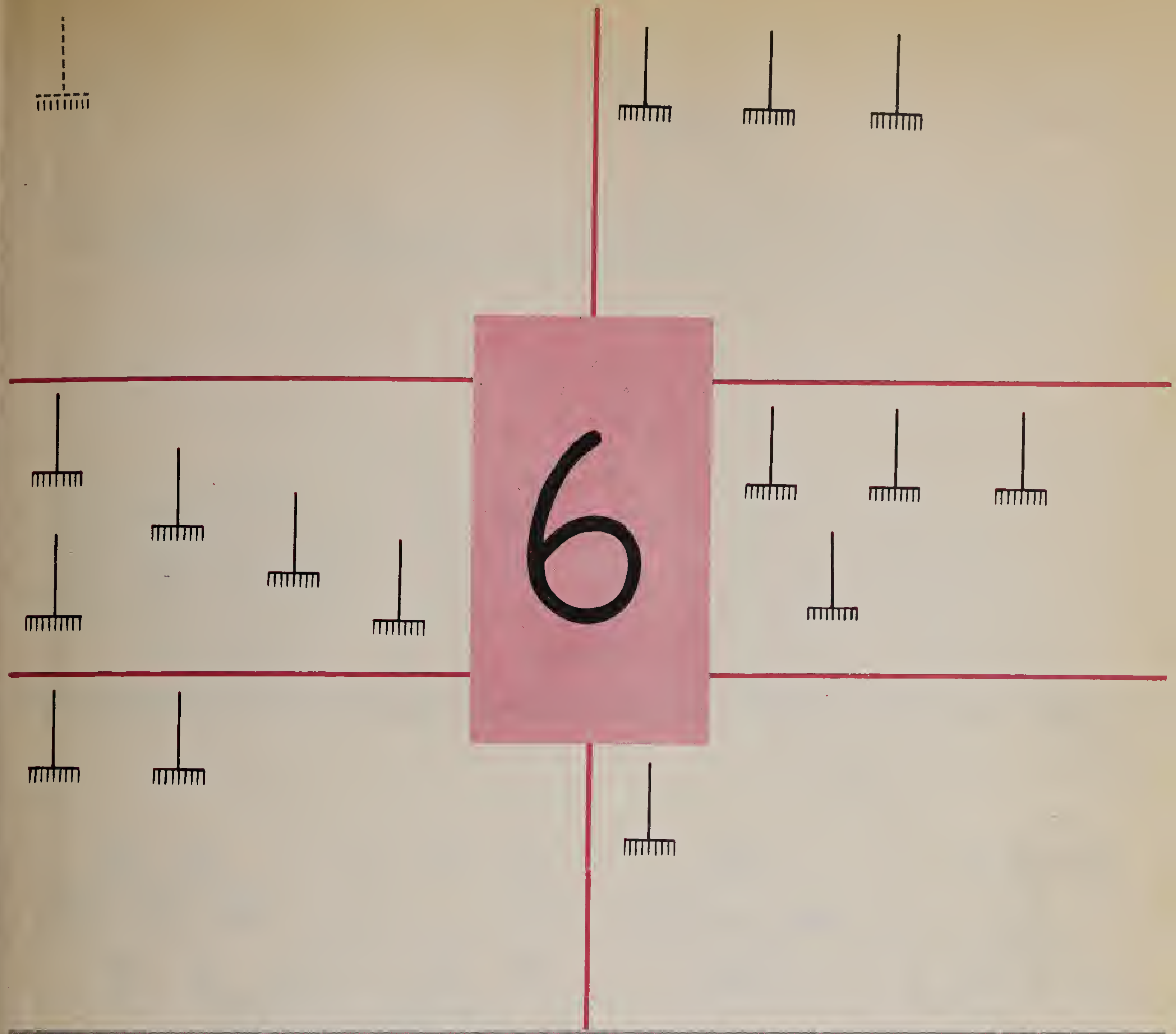
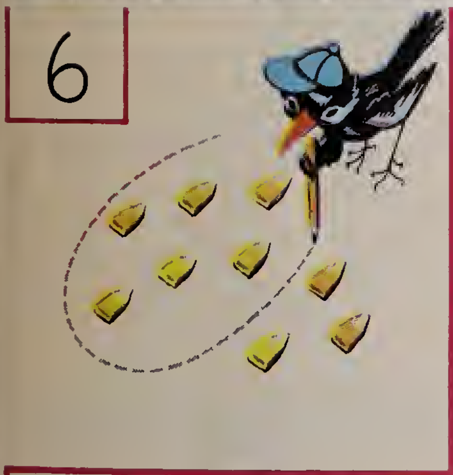
Identifying the number of members in a set — as many as 6

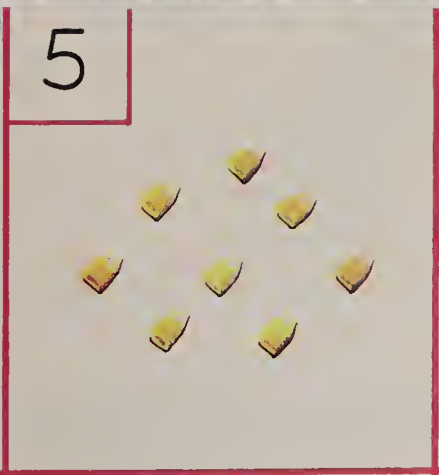


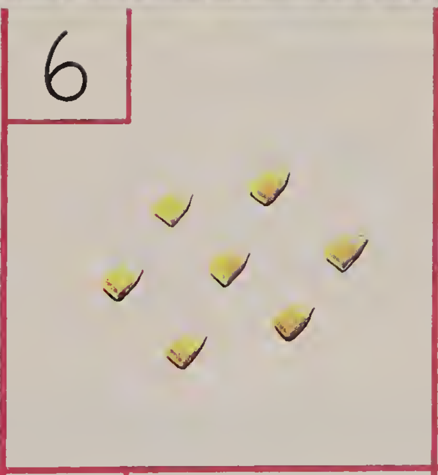
	1 2 3 4 5		0 1 2 3 4
	1 2 3 4 5		2 3 4 5 6
	2 3 4 5 6		0 1 2 3 4
	2 3 4 5 6		2 3 4 5 6

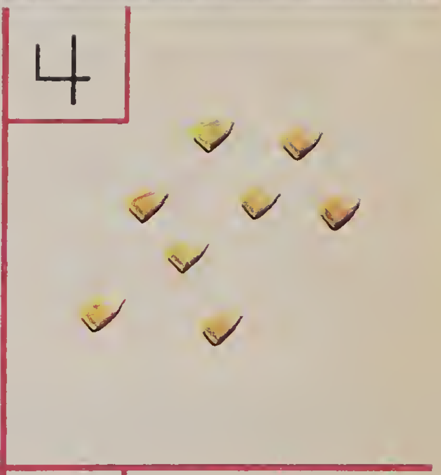
Identifying the number of members in a set, in social situation

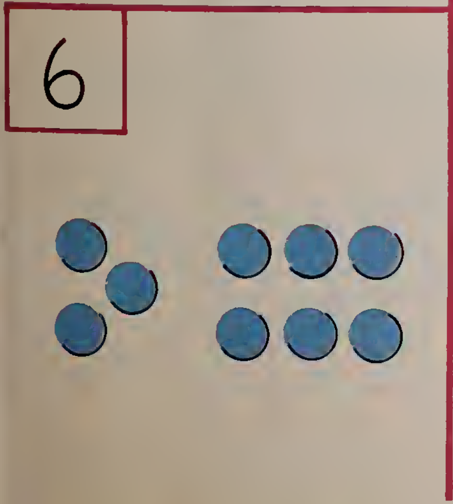


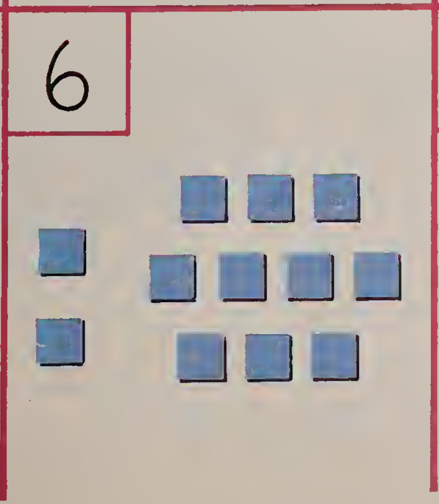


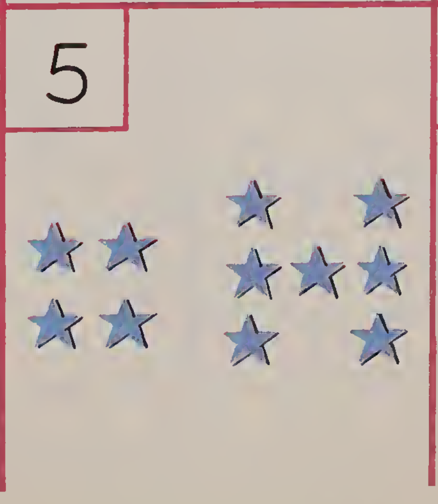


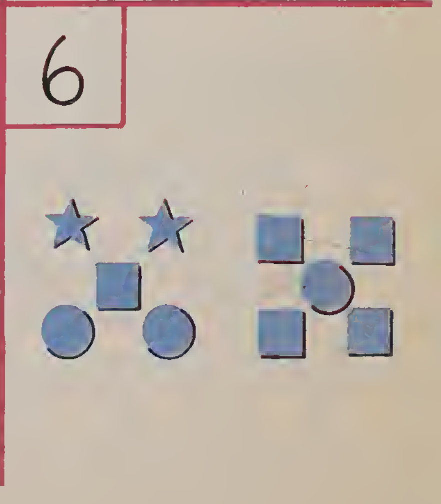




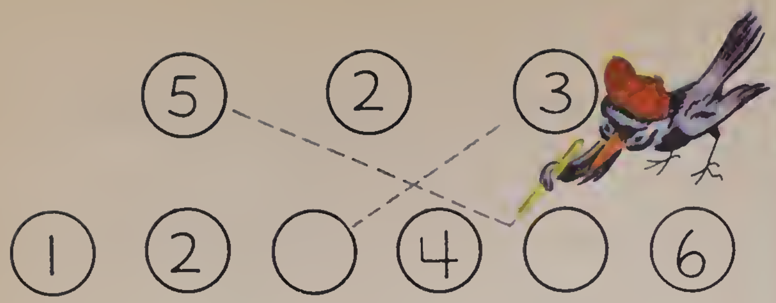








Showing sets with as many as 6 members



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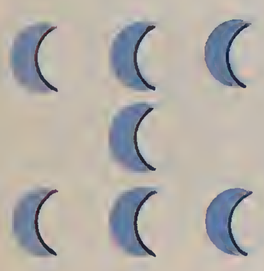

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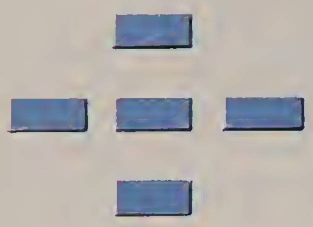

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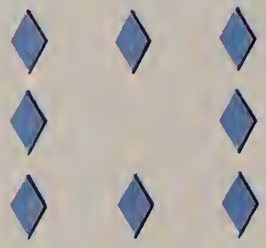

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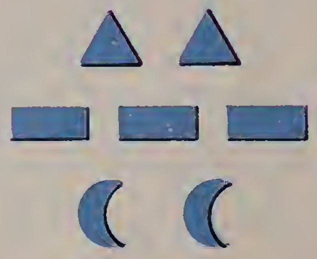

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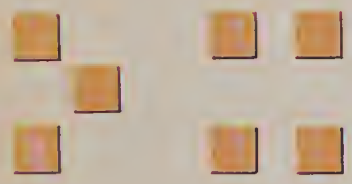

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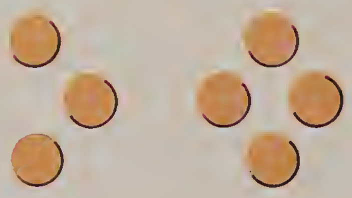

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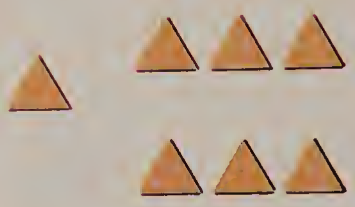

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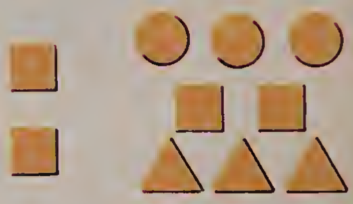
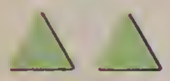
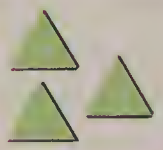
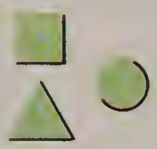




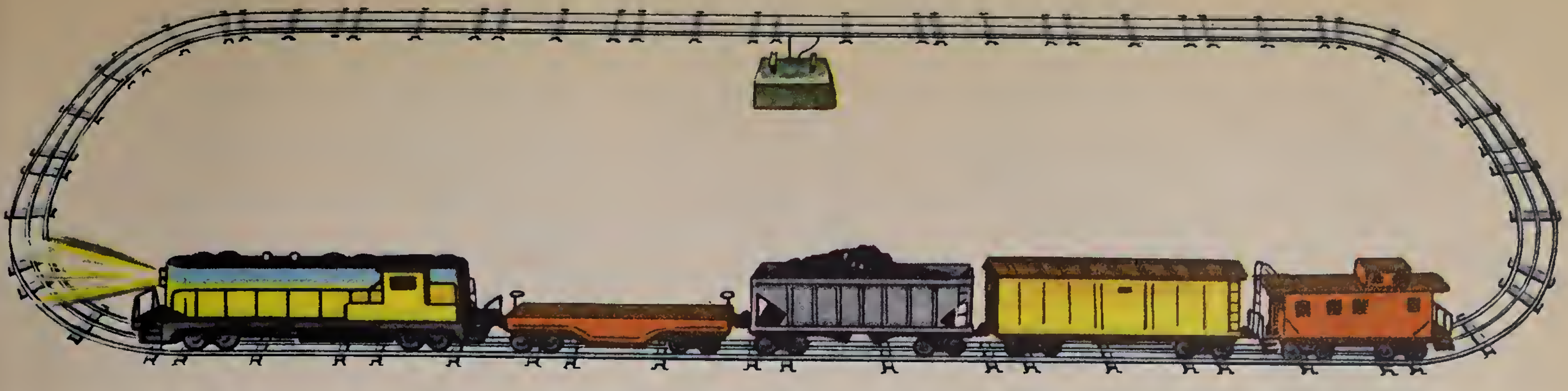


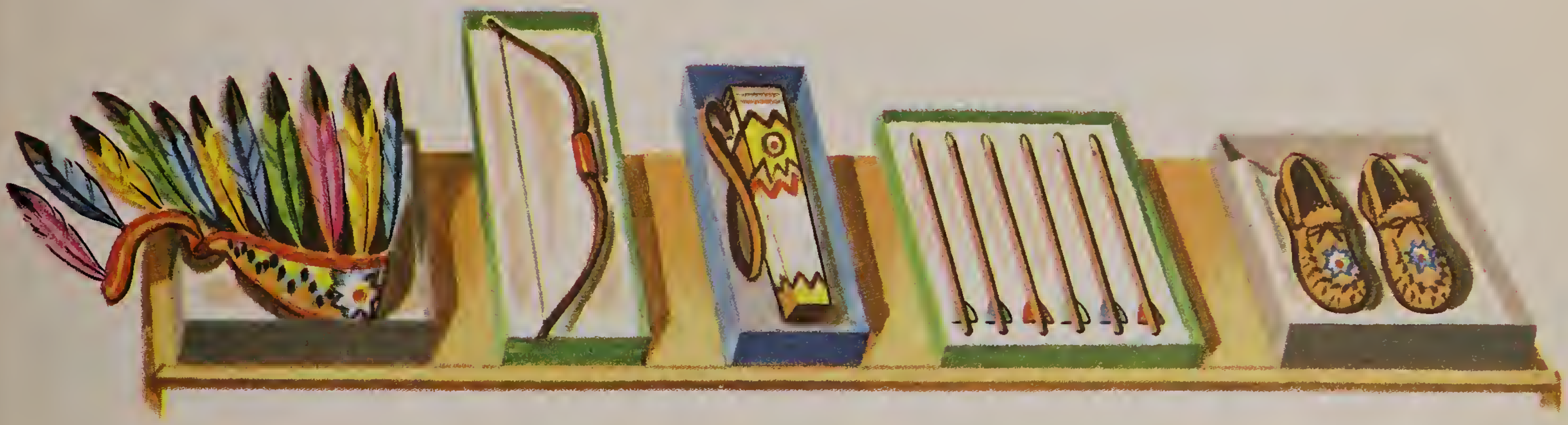


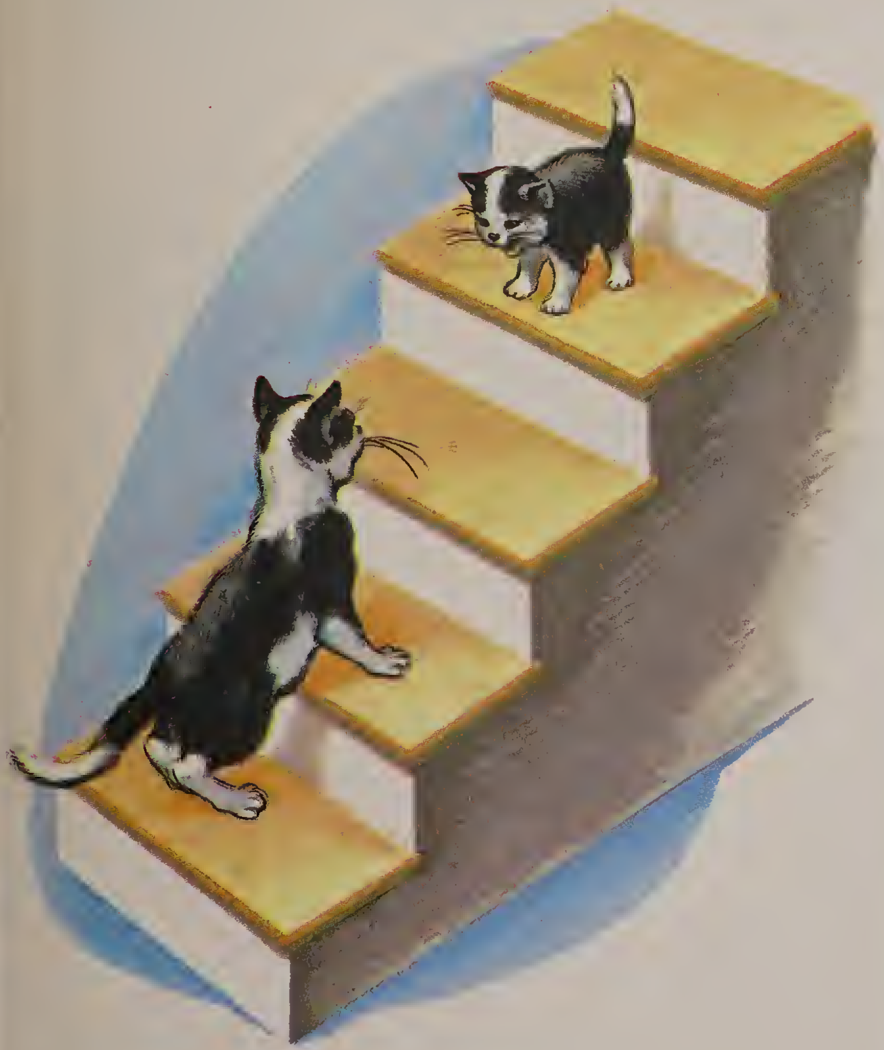
two

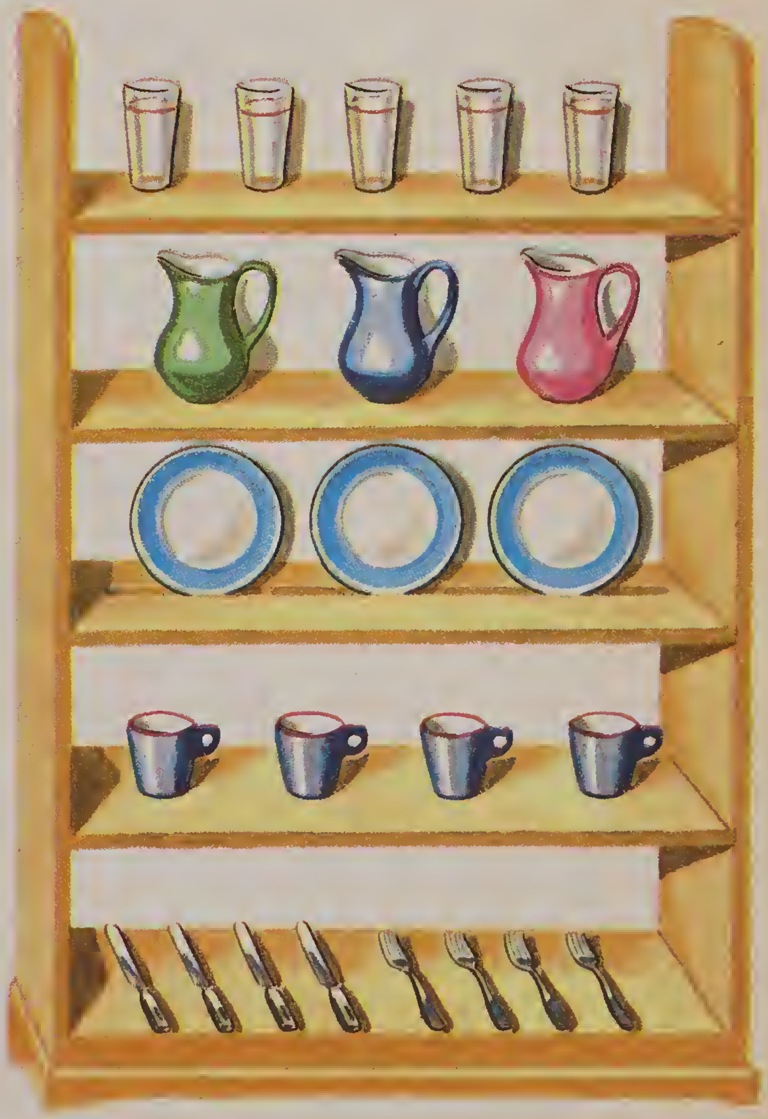
zero

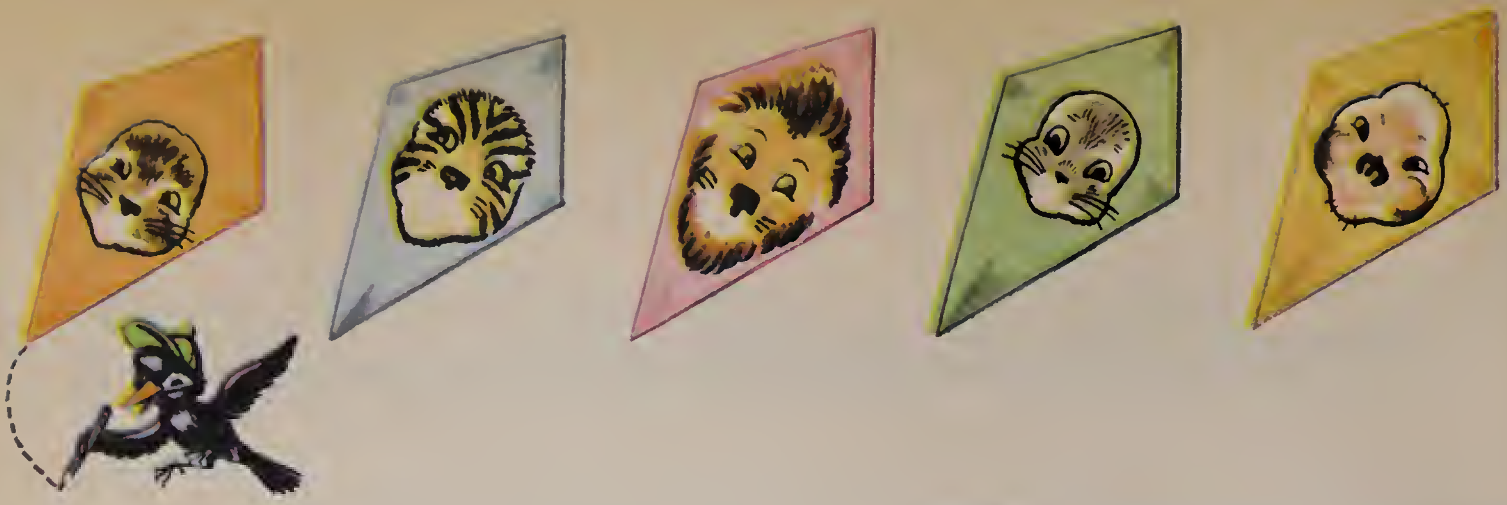
three

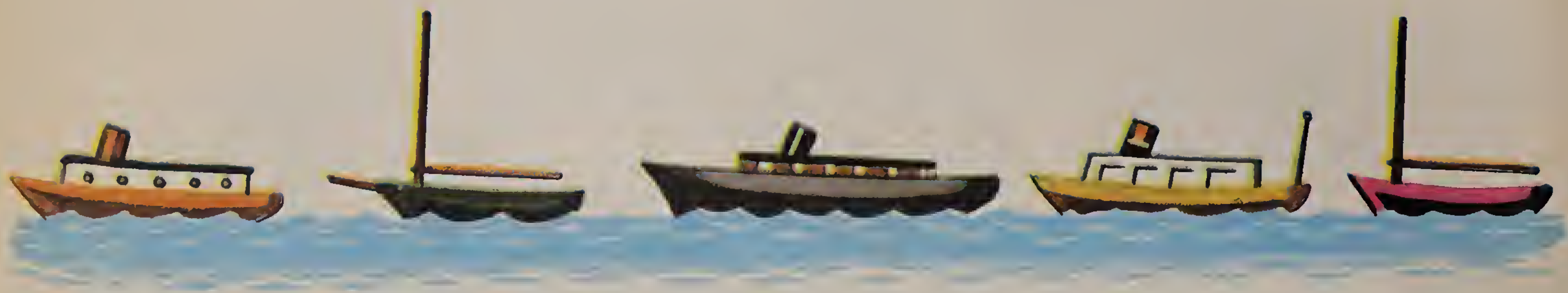


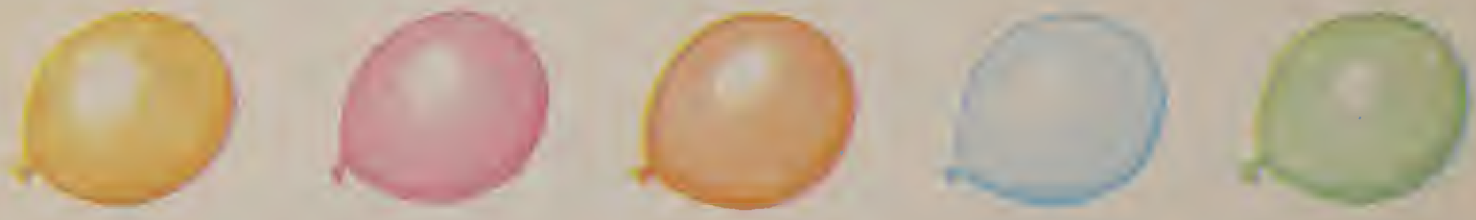


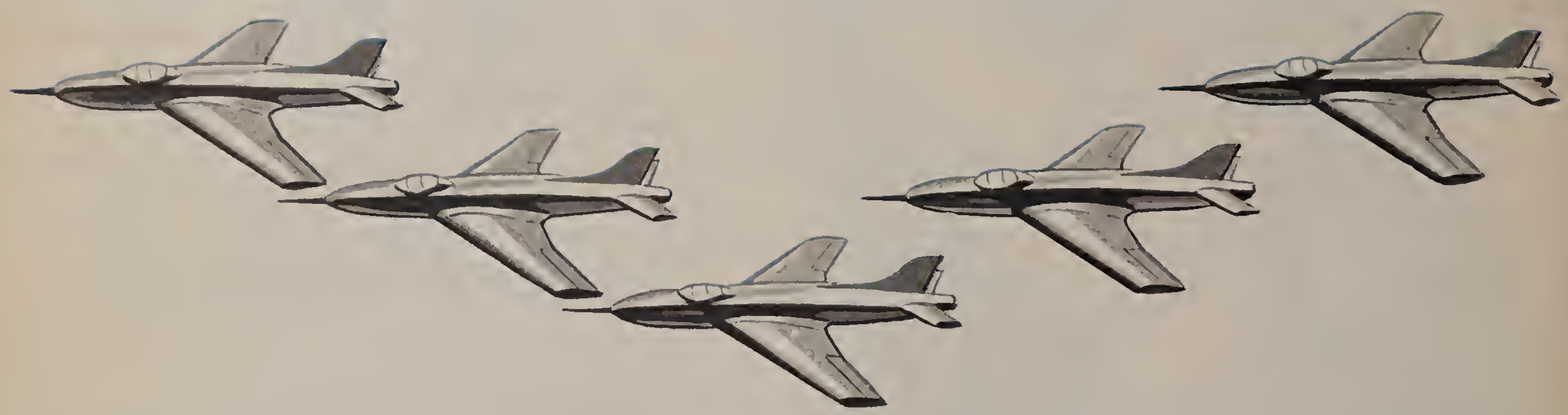












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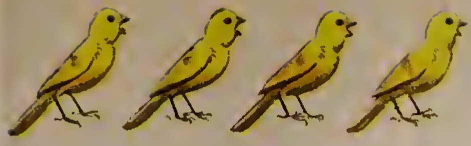
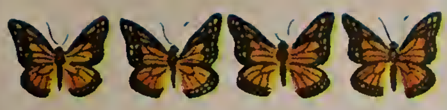
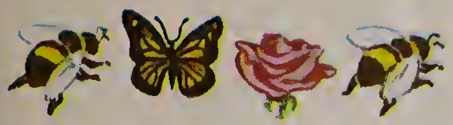
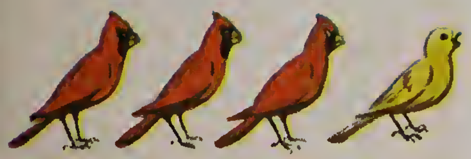
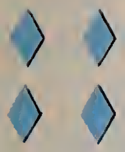
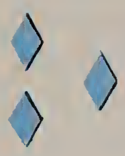
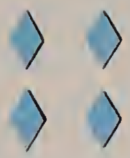
 four	4	4	4	4	4
 four	4	4	4	4	4
 four					
 four					

				four	zero	three

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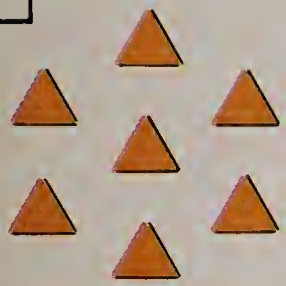

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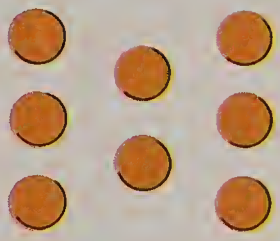

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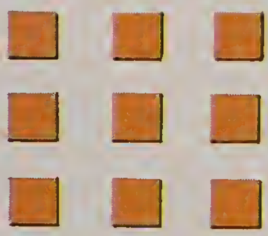

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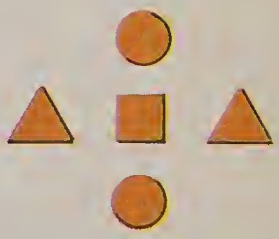

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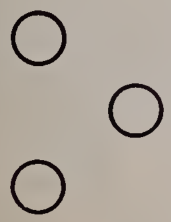

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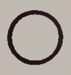

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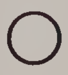

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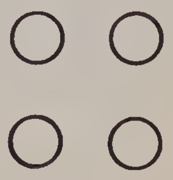
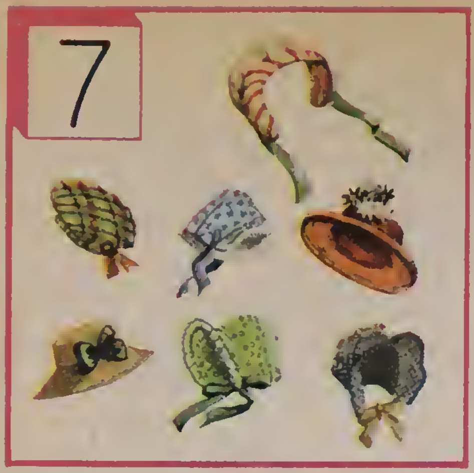
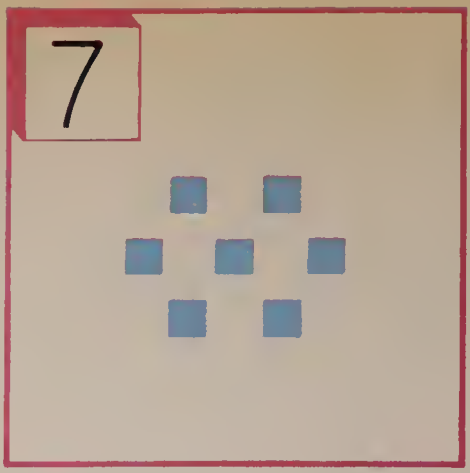


Writing numerals through 4; showing sets





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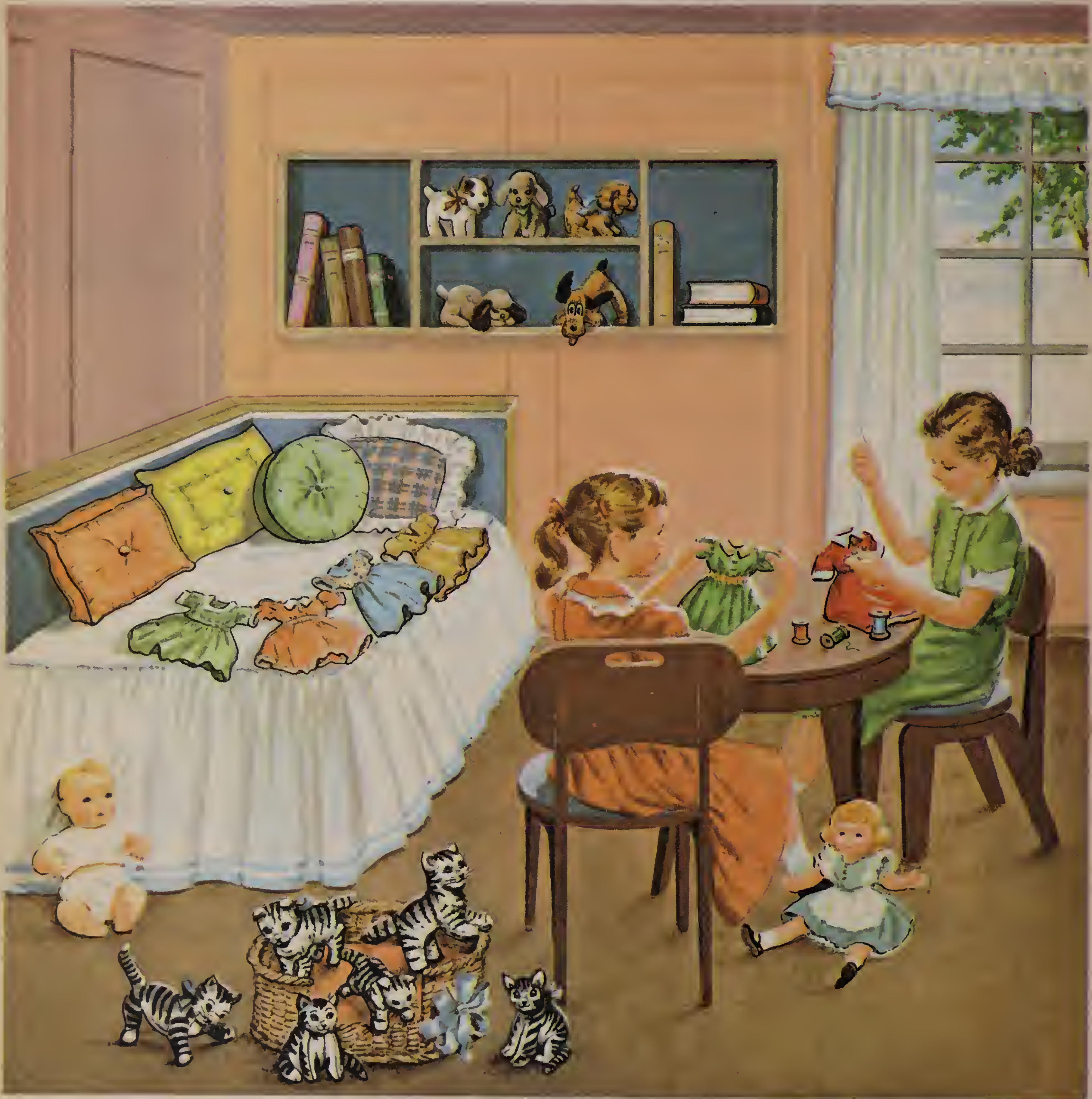
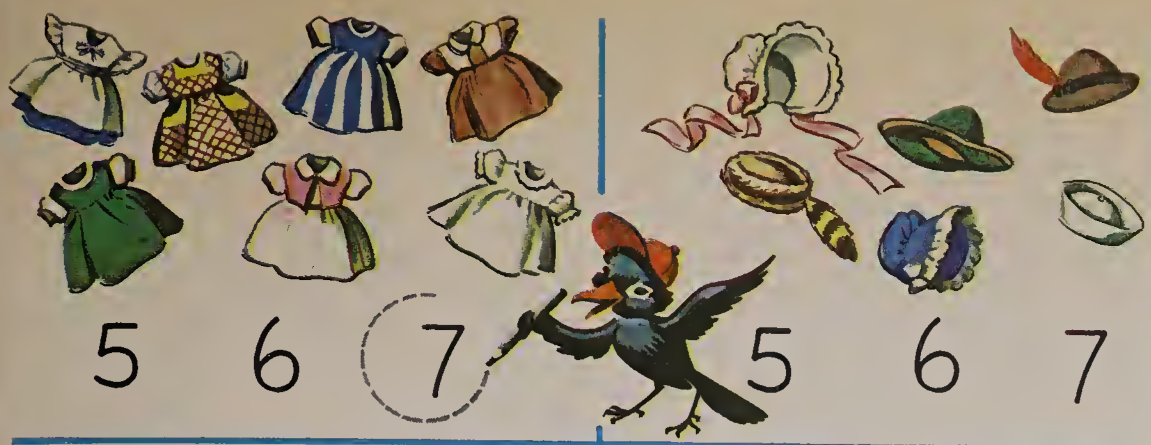


0 1 2 3 4 5 6 7

Introducing sets of 7



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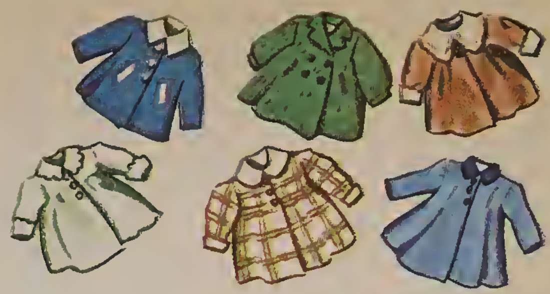
5 6 7



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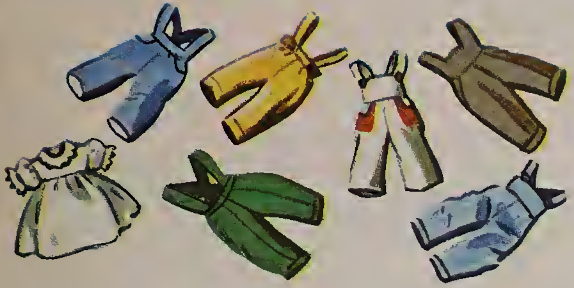

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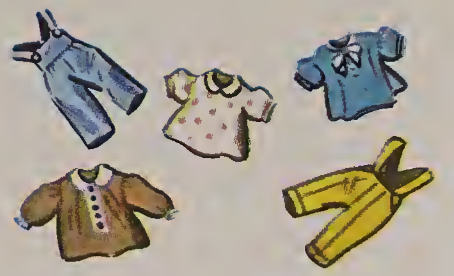

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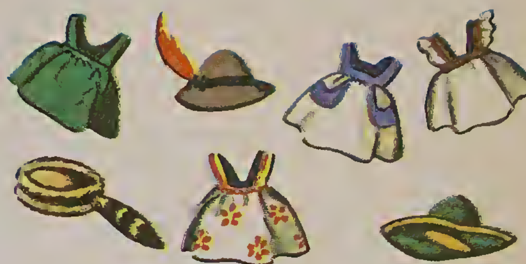

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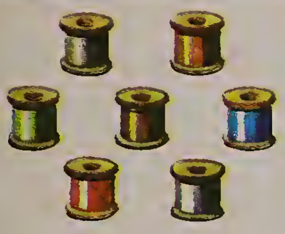

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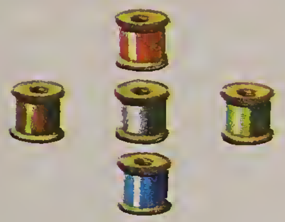

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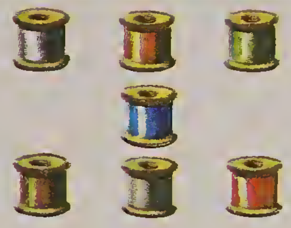

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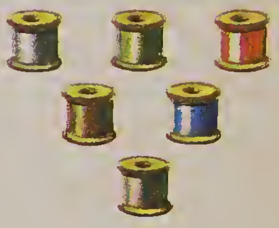

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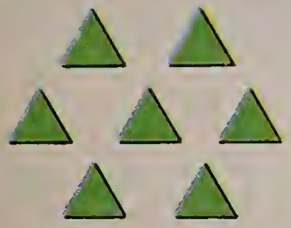

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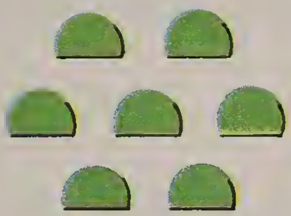

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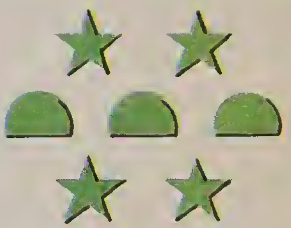
0 1 2



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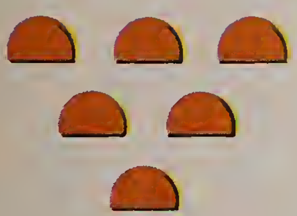
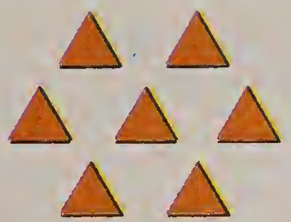


0 3 6



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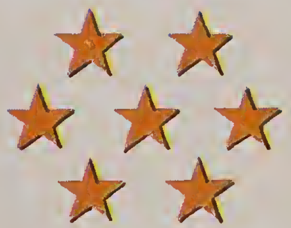

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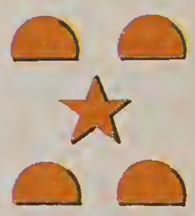

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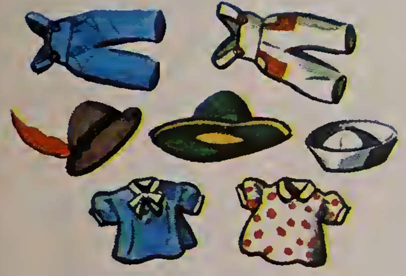

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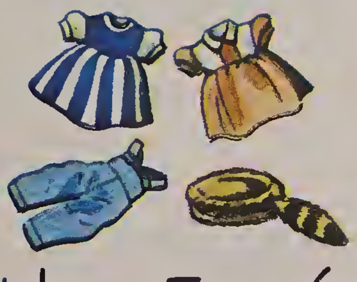

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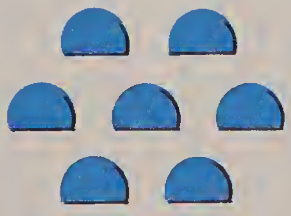

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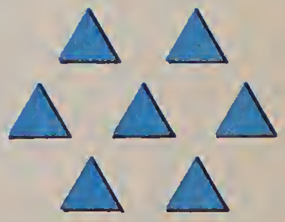
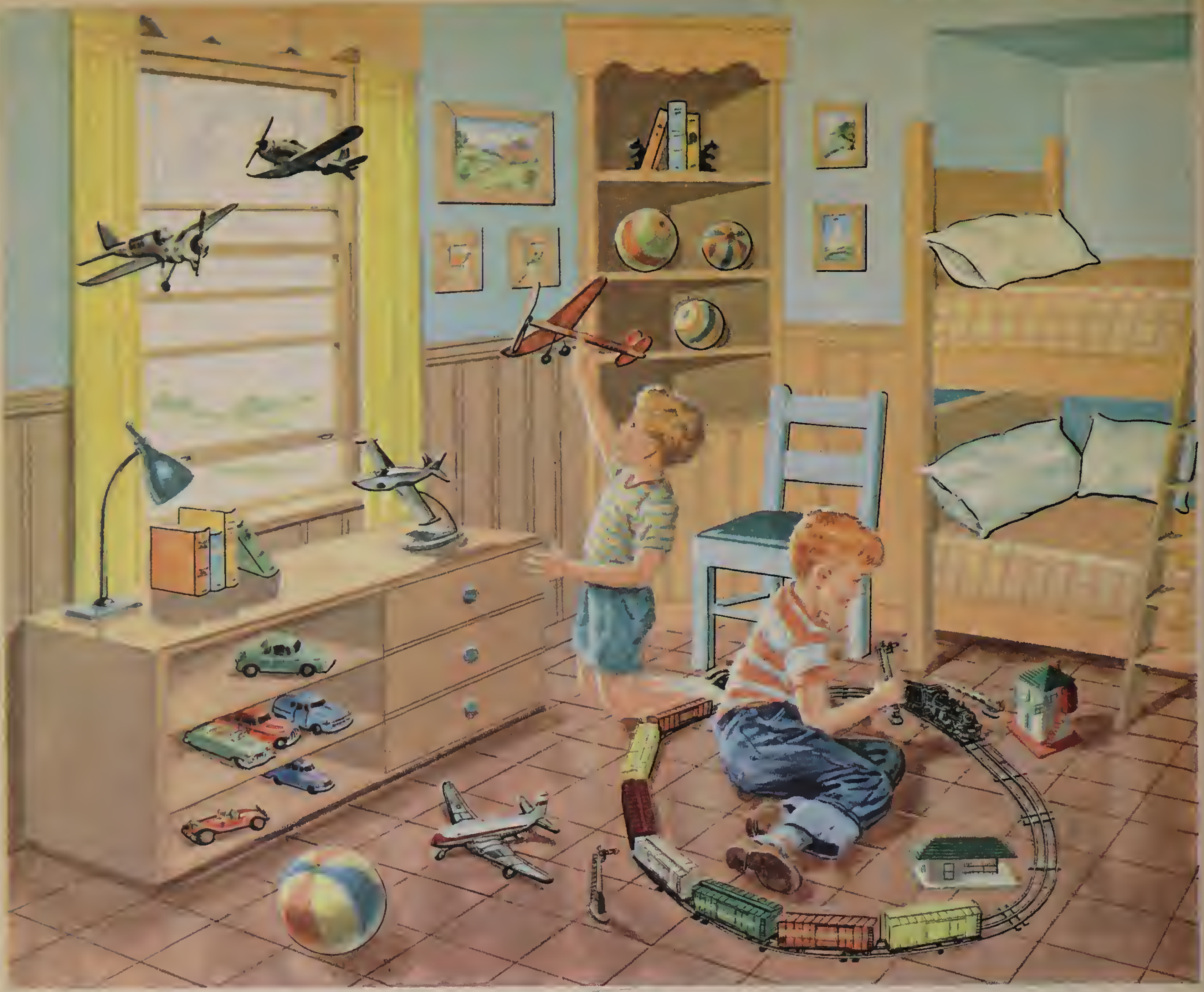
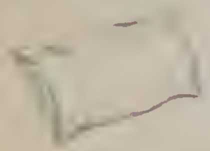
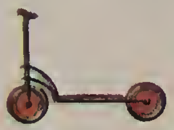
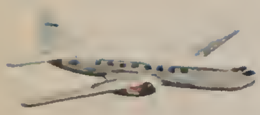
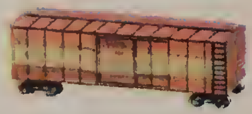
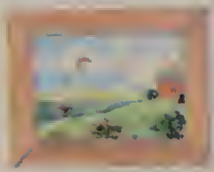
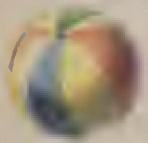
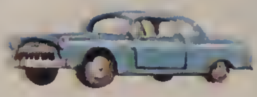
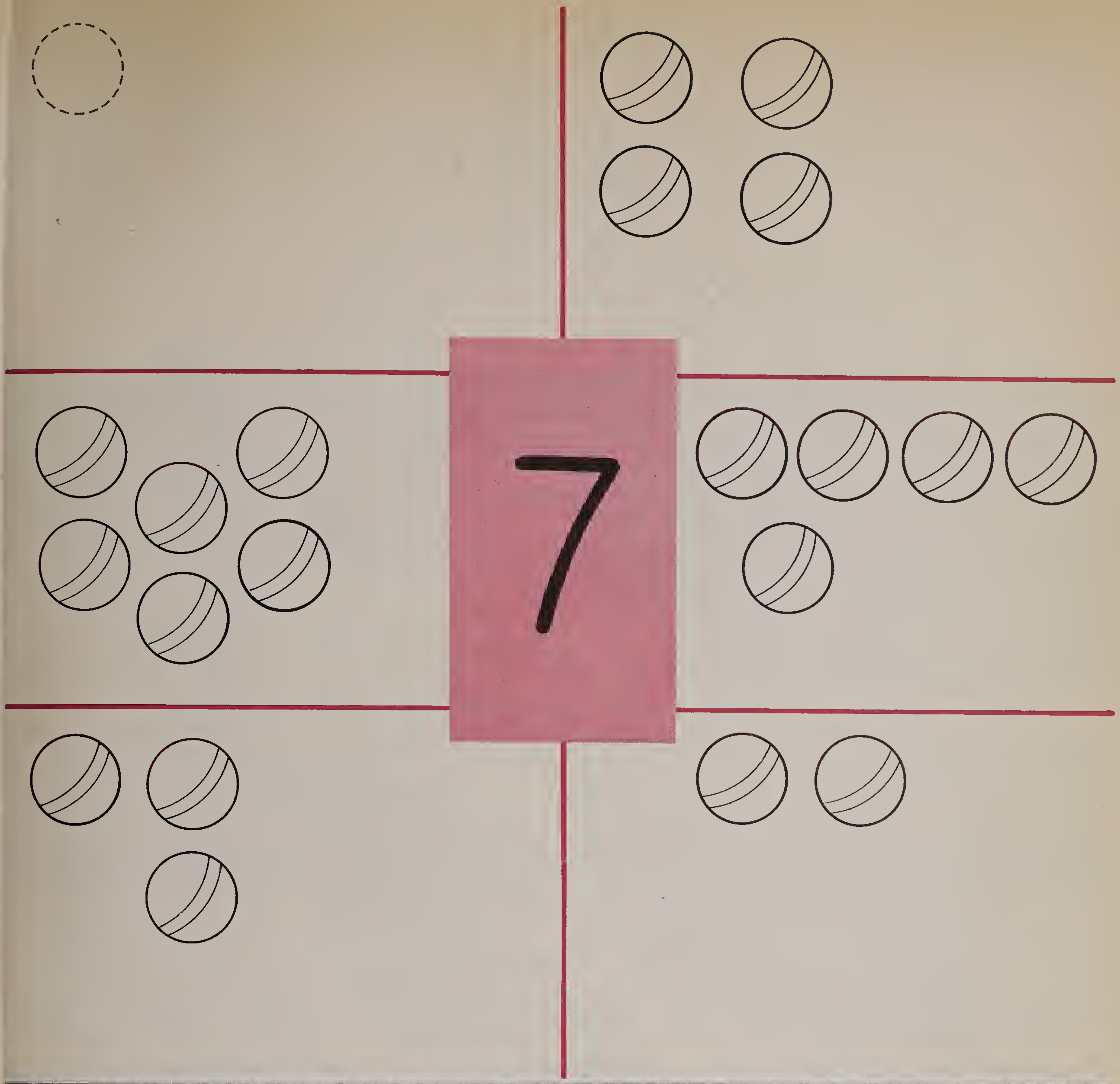


5 6 7

Identifying the number of members in a set — as many as 7



 0 1 2 3 4	 0 1 2 3 4
 2 3 4 5 6	 3 4 5 6 7
3 4 5 6 7	 3 4 5 6 7
 3 4 5 6 7	 3 4 5 6 7



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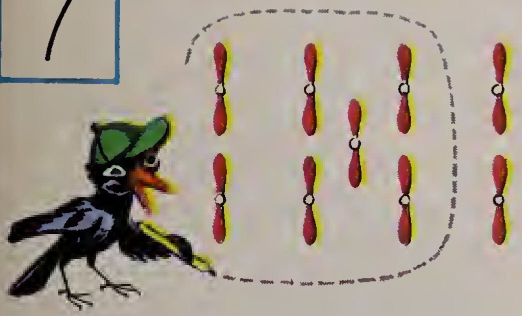

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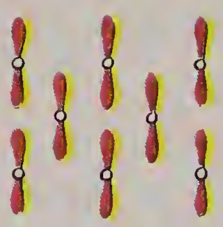

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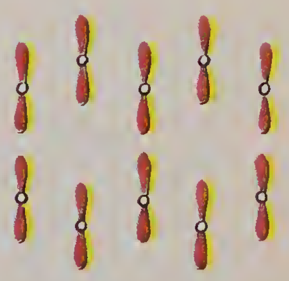

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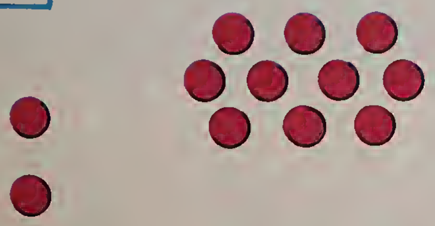

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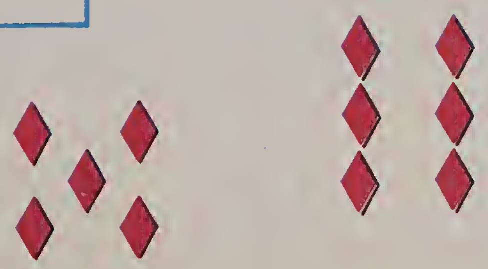

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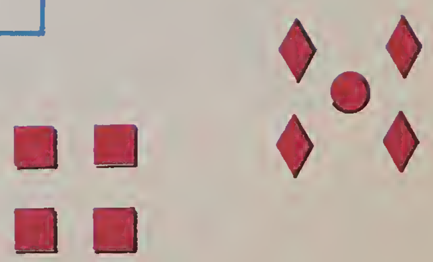

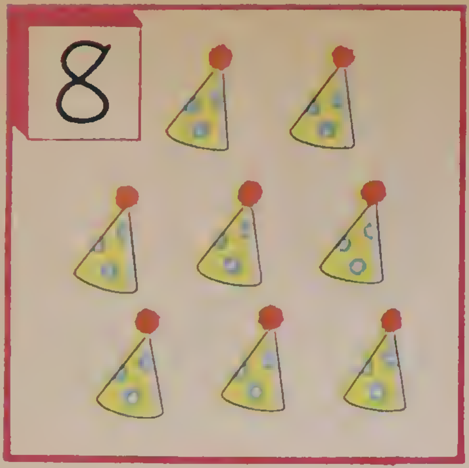

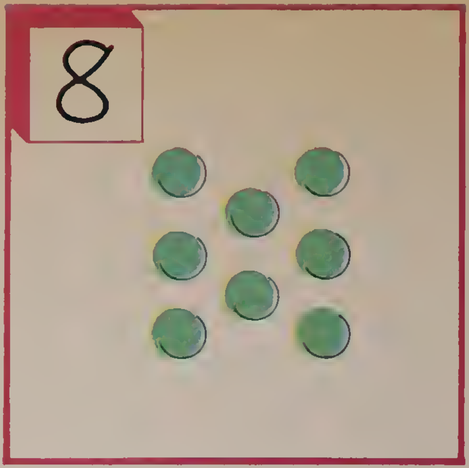

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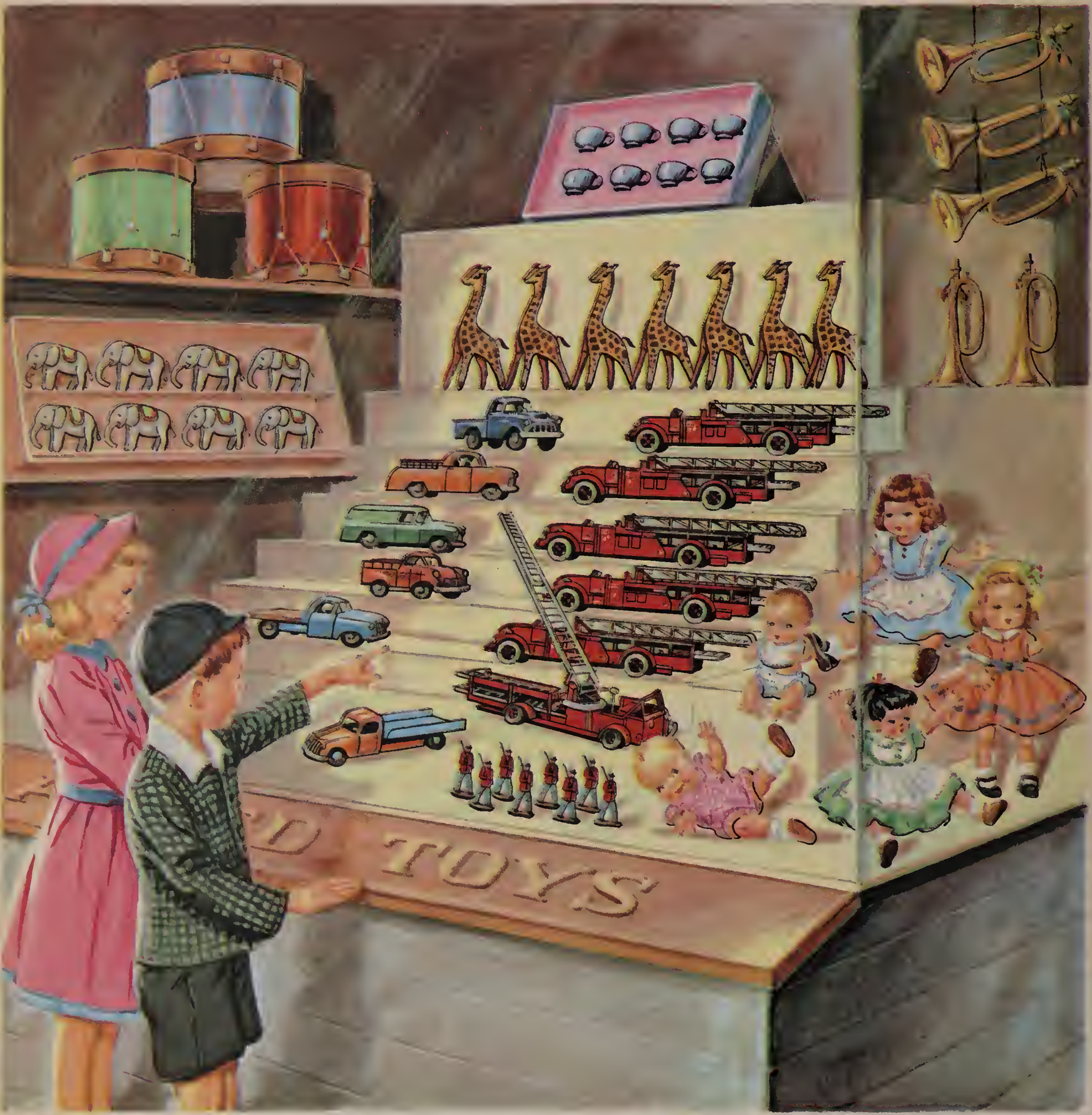
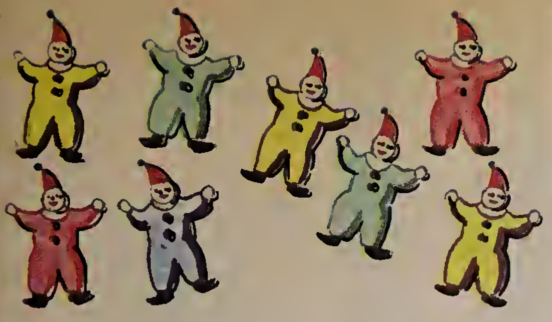


0 1 2 3 4 5 6 7 8

Introducing sets of 8



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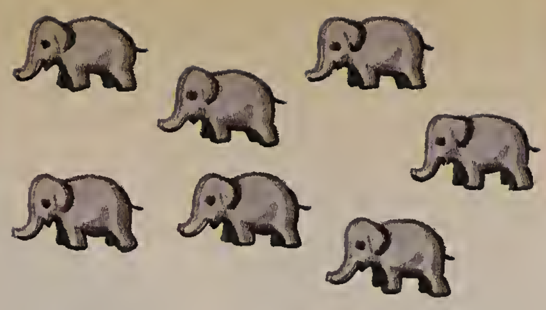

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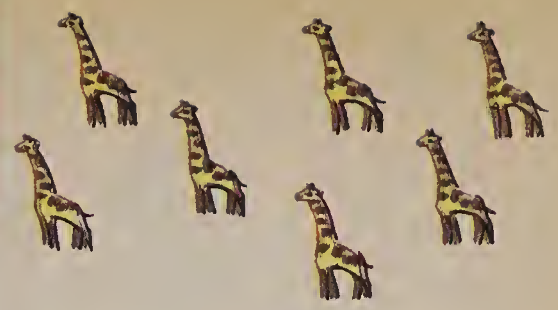
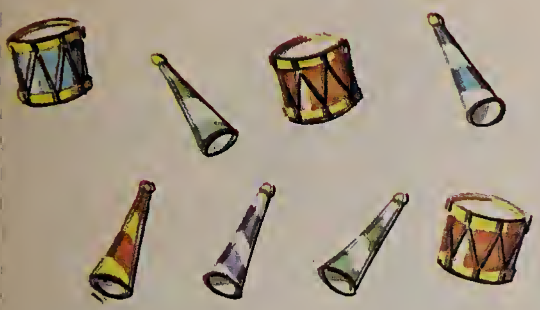


6 7 8



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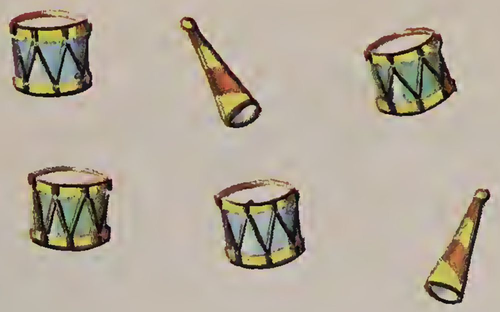

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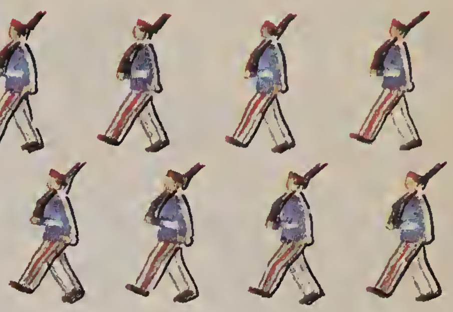

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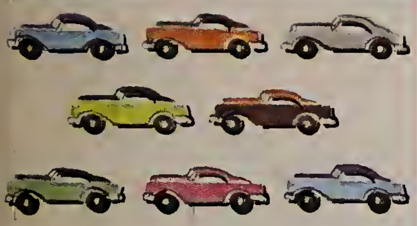

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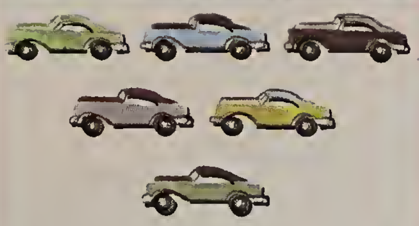

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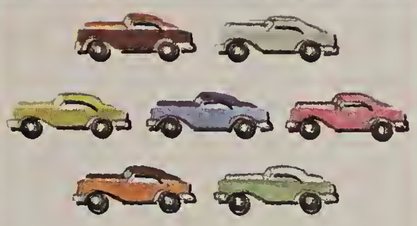

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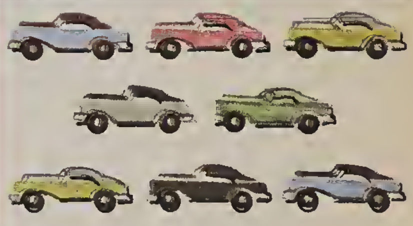

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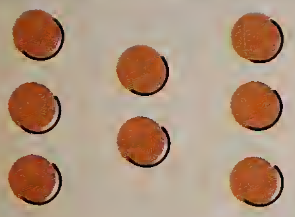

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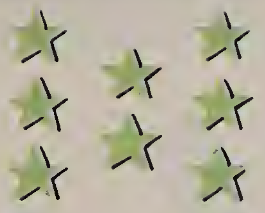

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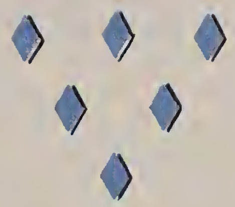

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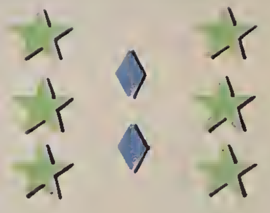

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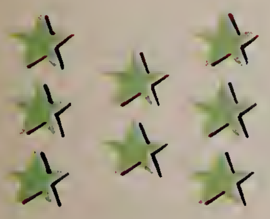

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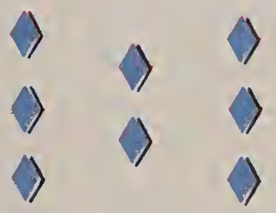

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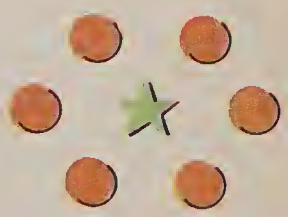

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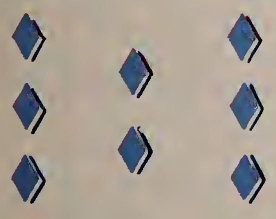

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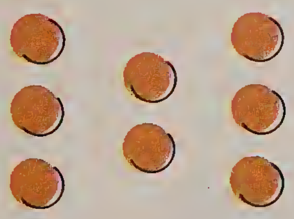

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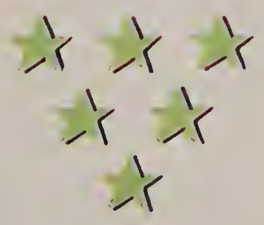

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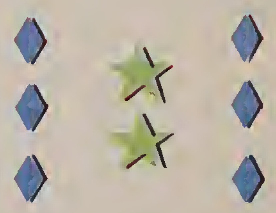

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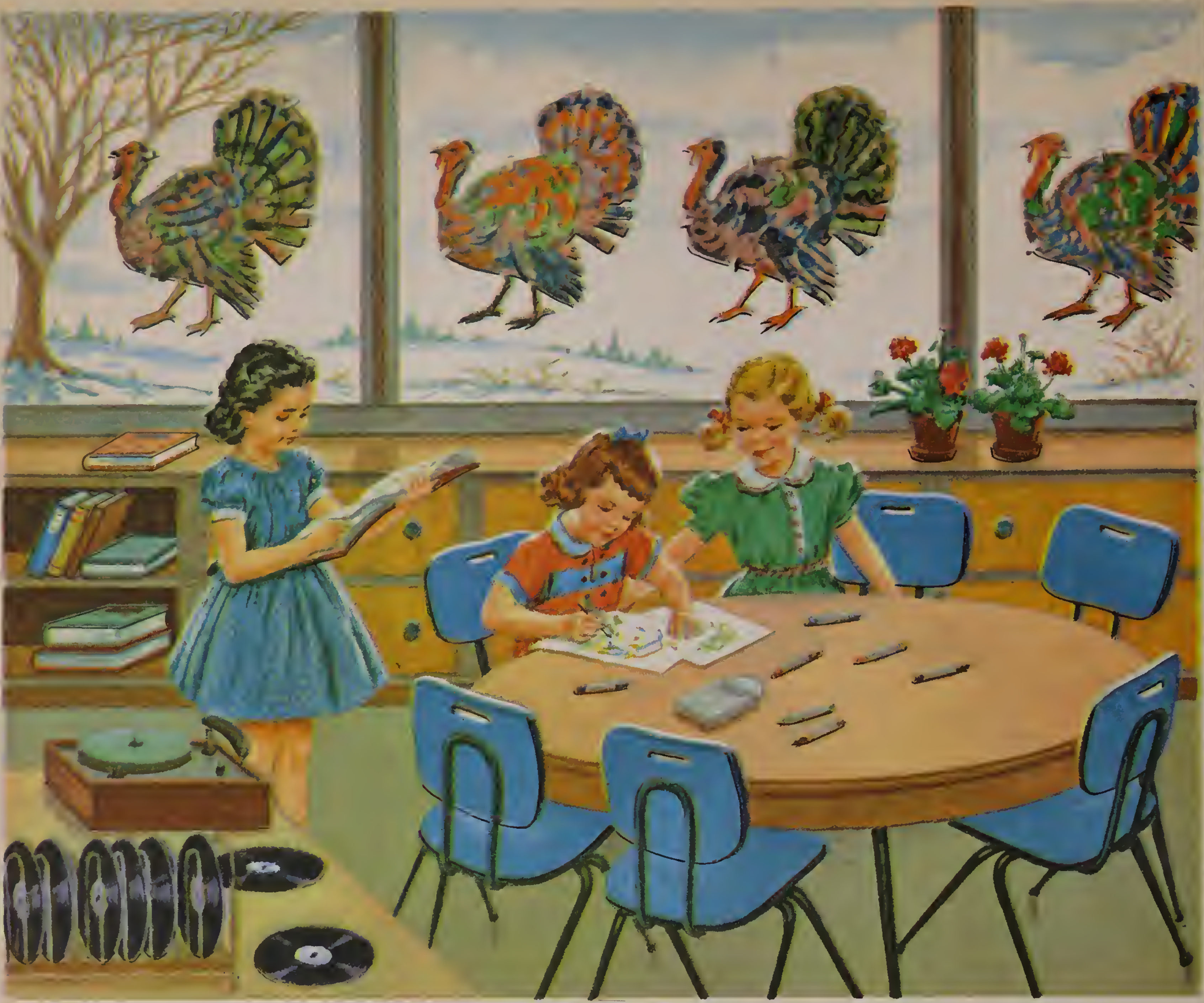
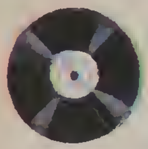
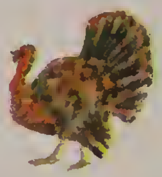
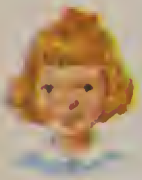
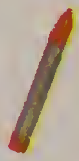
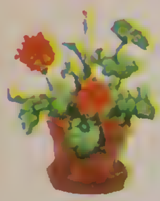
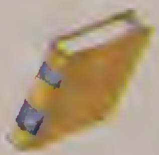
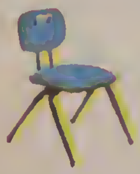
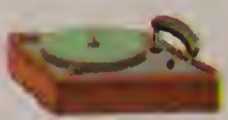
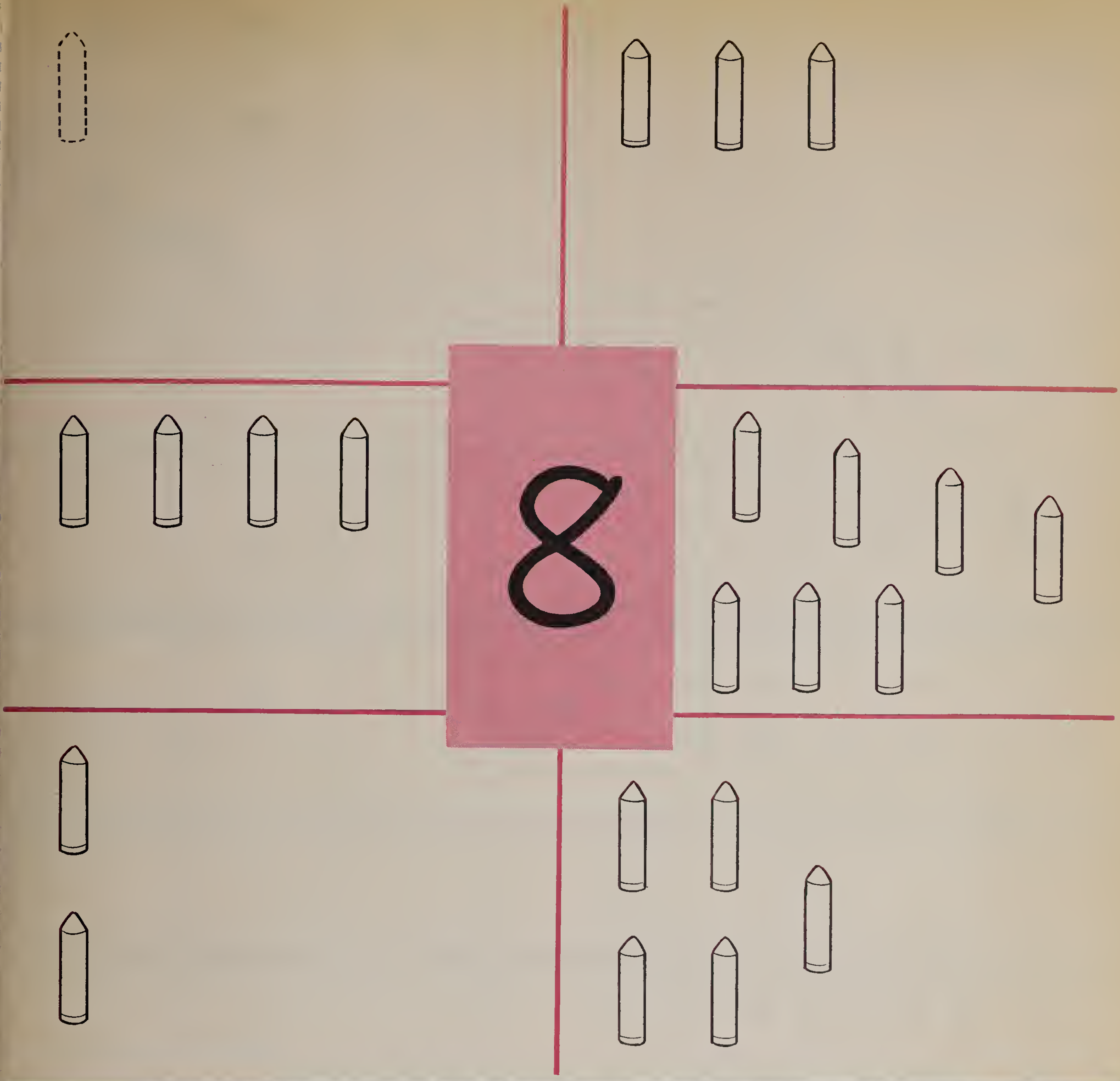
Identifying the number of members in a set — as many as 8



 4 5 6 7 8	 2 3 4 5 6
 2 3 4 5 6	 4 5 6 7 8
 0 1 2 3 4	 4 5 6 7 8
 4 5 6 7 8	 0 1 2 3 4

Identifying the number of members in a set, in social situation



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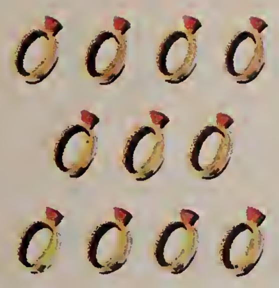

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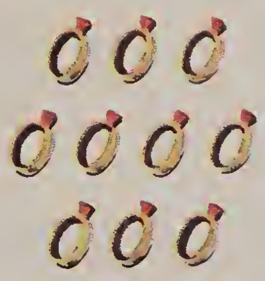

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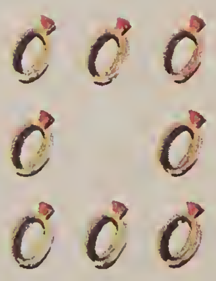

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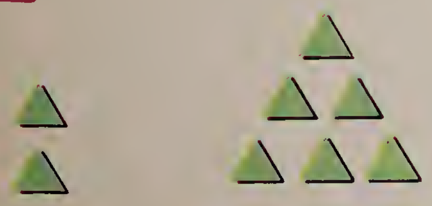

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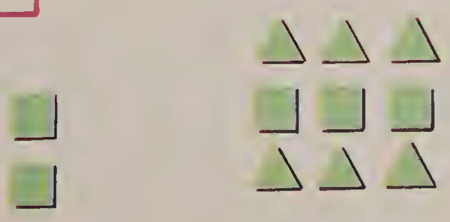

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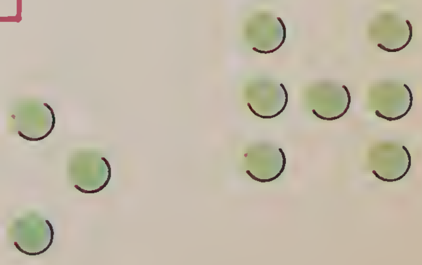
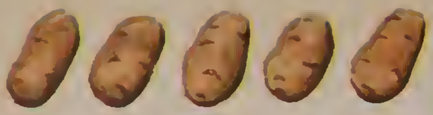
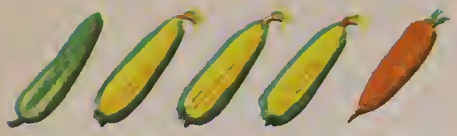
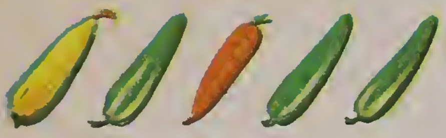
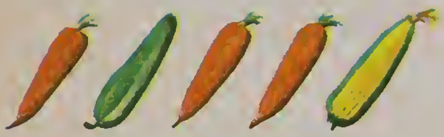
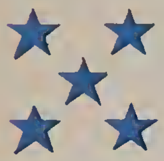
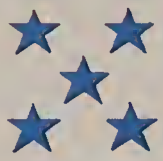
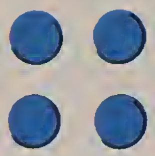
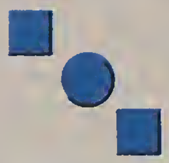
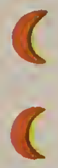
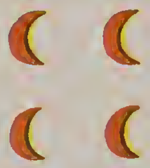
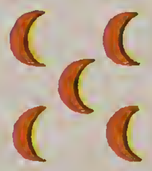
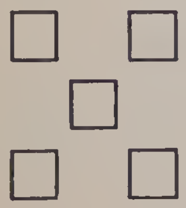
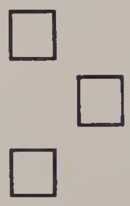
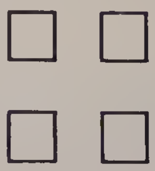
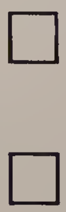


Showing sets with as many as 8 members

 five	5	5	5	5	5
 five	5	5	5	5	5
 five					
 five					

				four	five	three

				five	two	one

7	6	8	5
			

Writing numerals through 5; showing sets

⑥ ① ③ ⑧ ⑤

① ② ○ ④ ○ ○ ⑦ ○

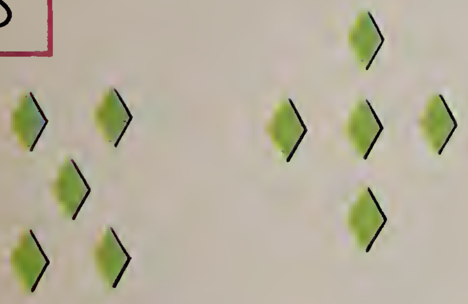
5	6		8 7
4	5		6 7
6	7		5 8

	4
	2

	6
	3

	5
	1

8



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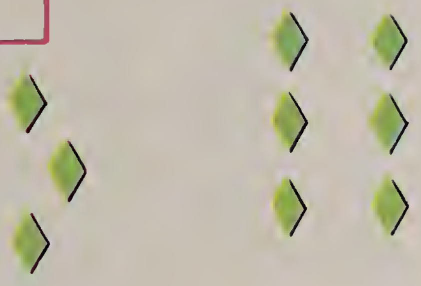

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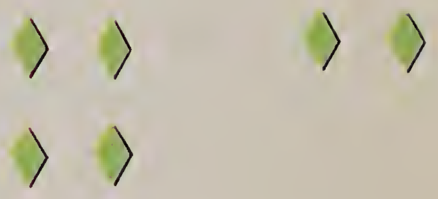

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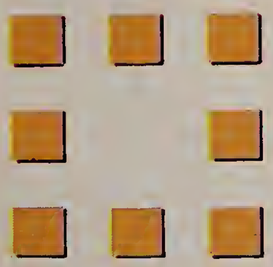

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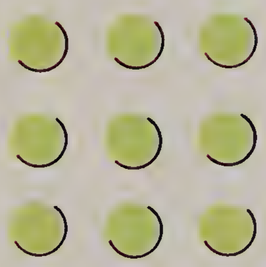

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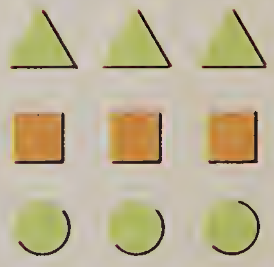

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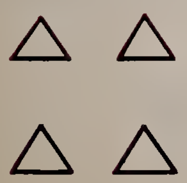

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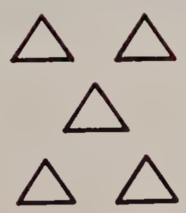

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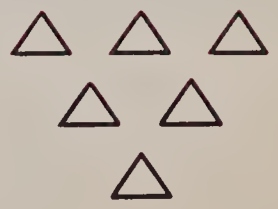
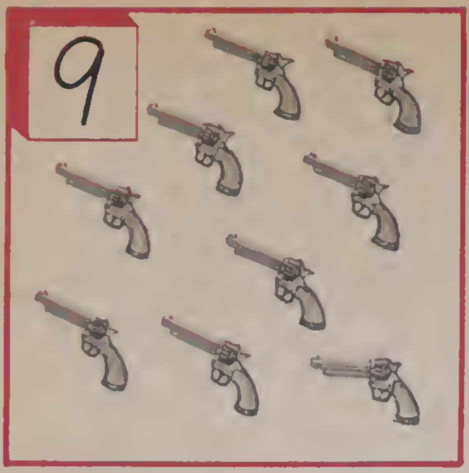
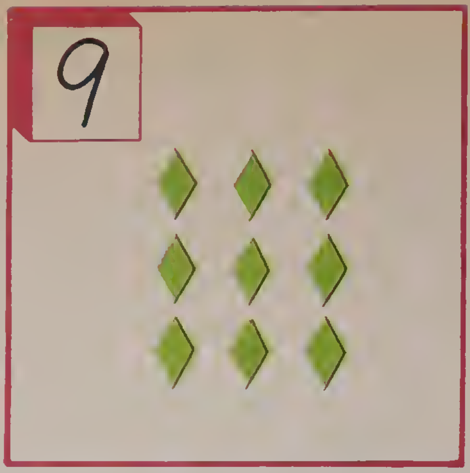


Serial order of numbers through 8; showing sets





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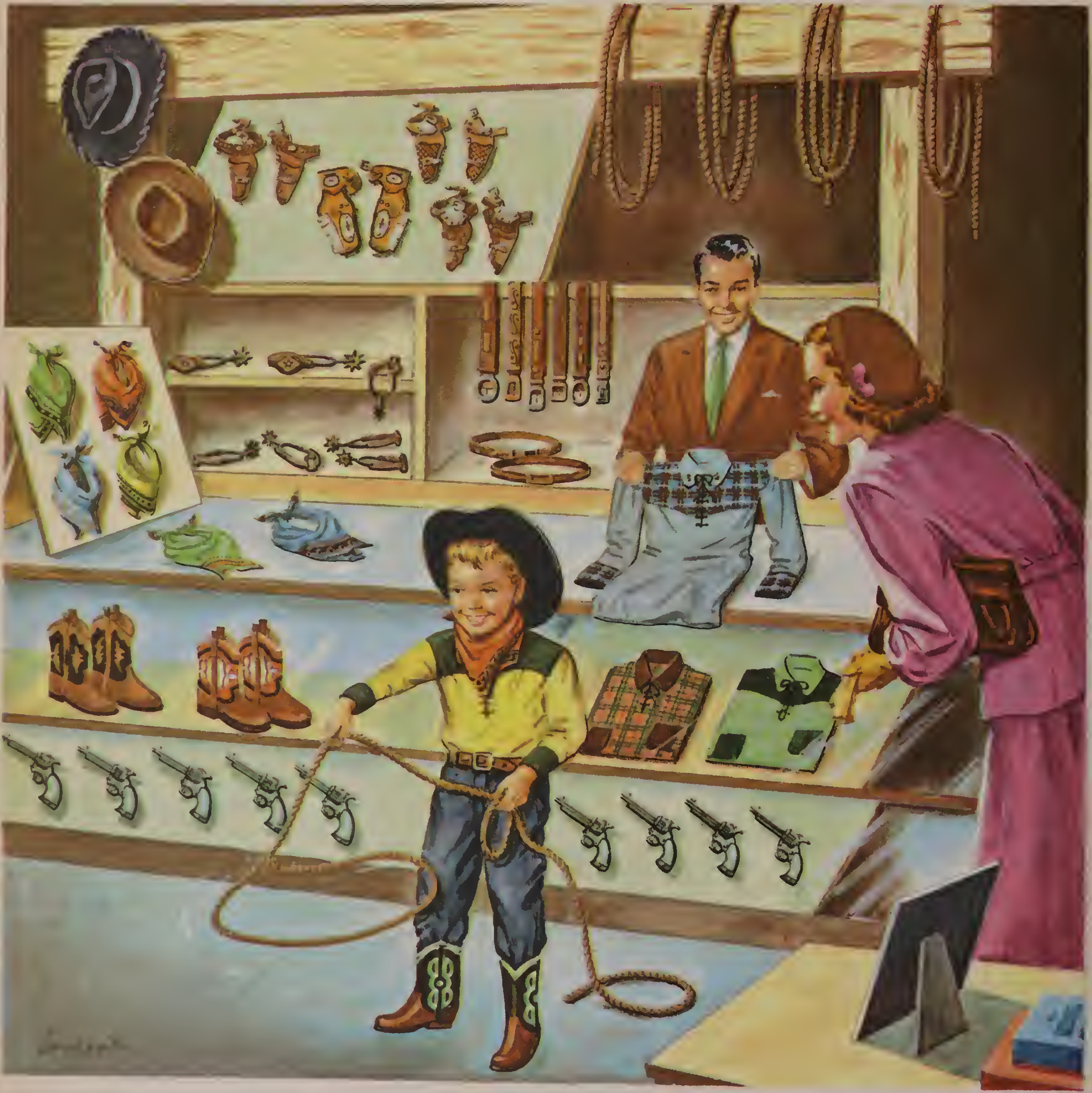
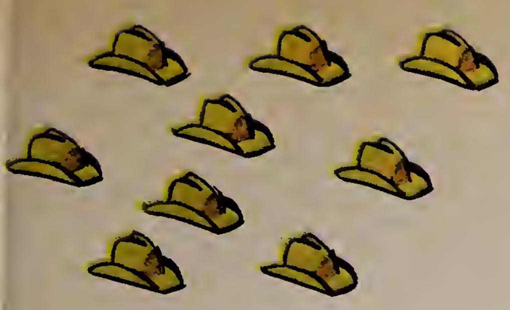


0 1 2 3 4 5 6 7 8 9

Introducing sets of 9



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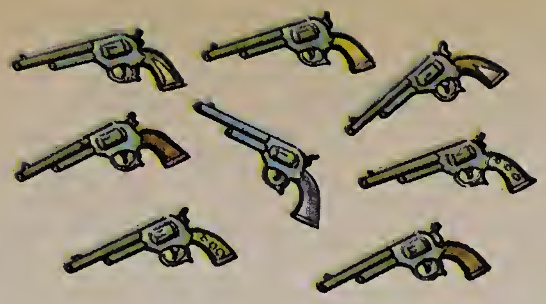

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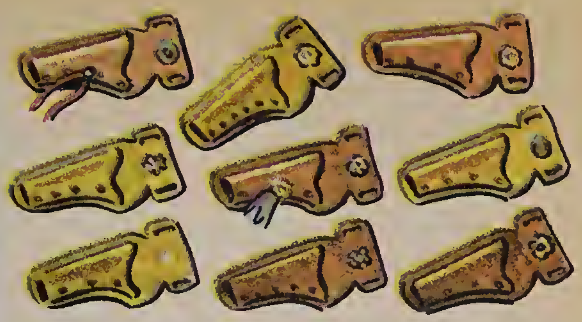

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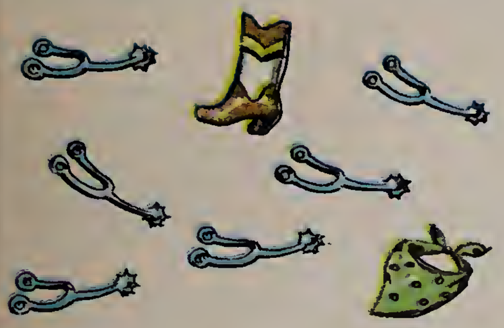

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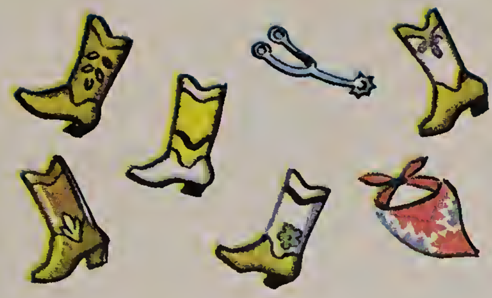

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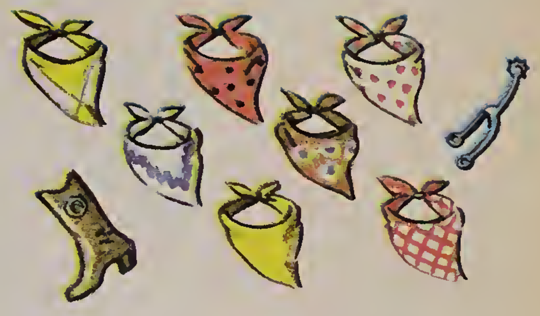

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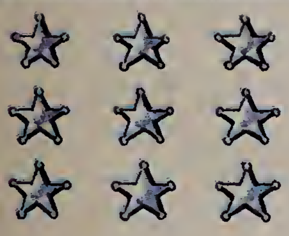

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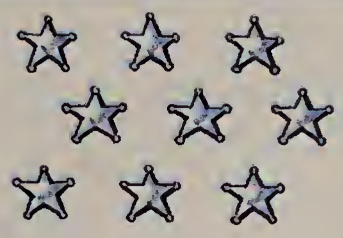

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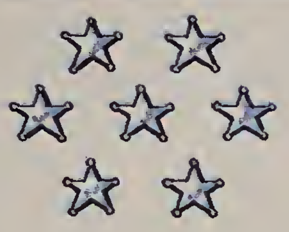

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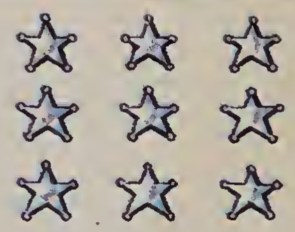

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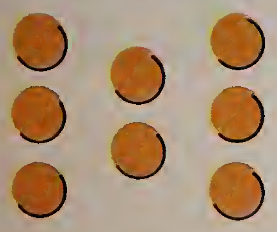
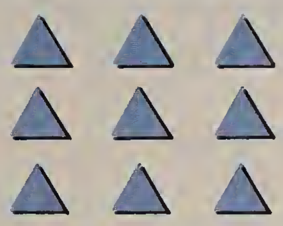


6 7 8



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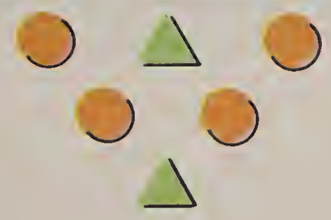

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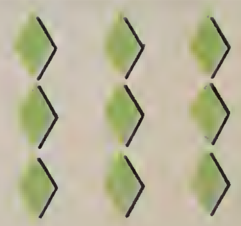

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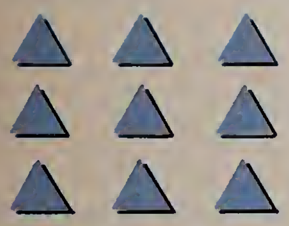

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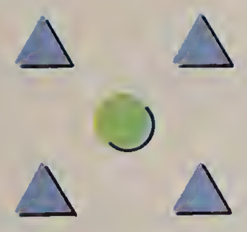

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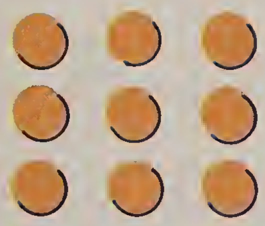

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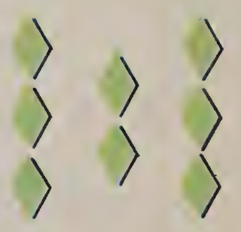

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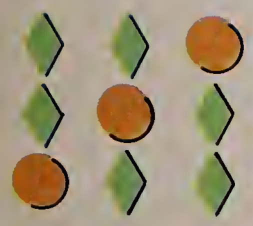

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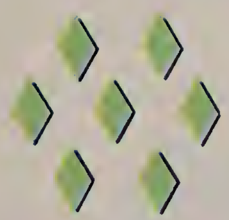

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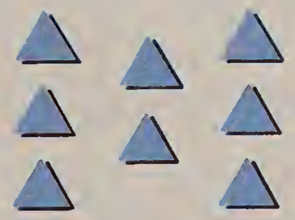

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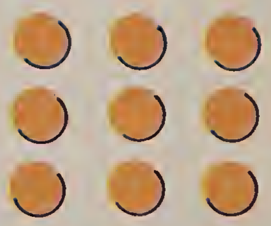

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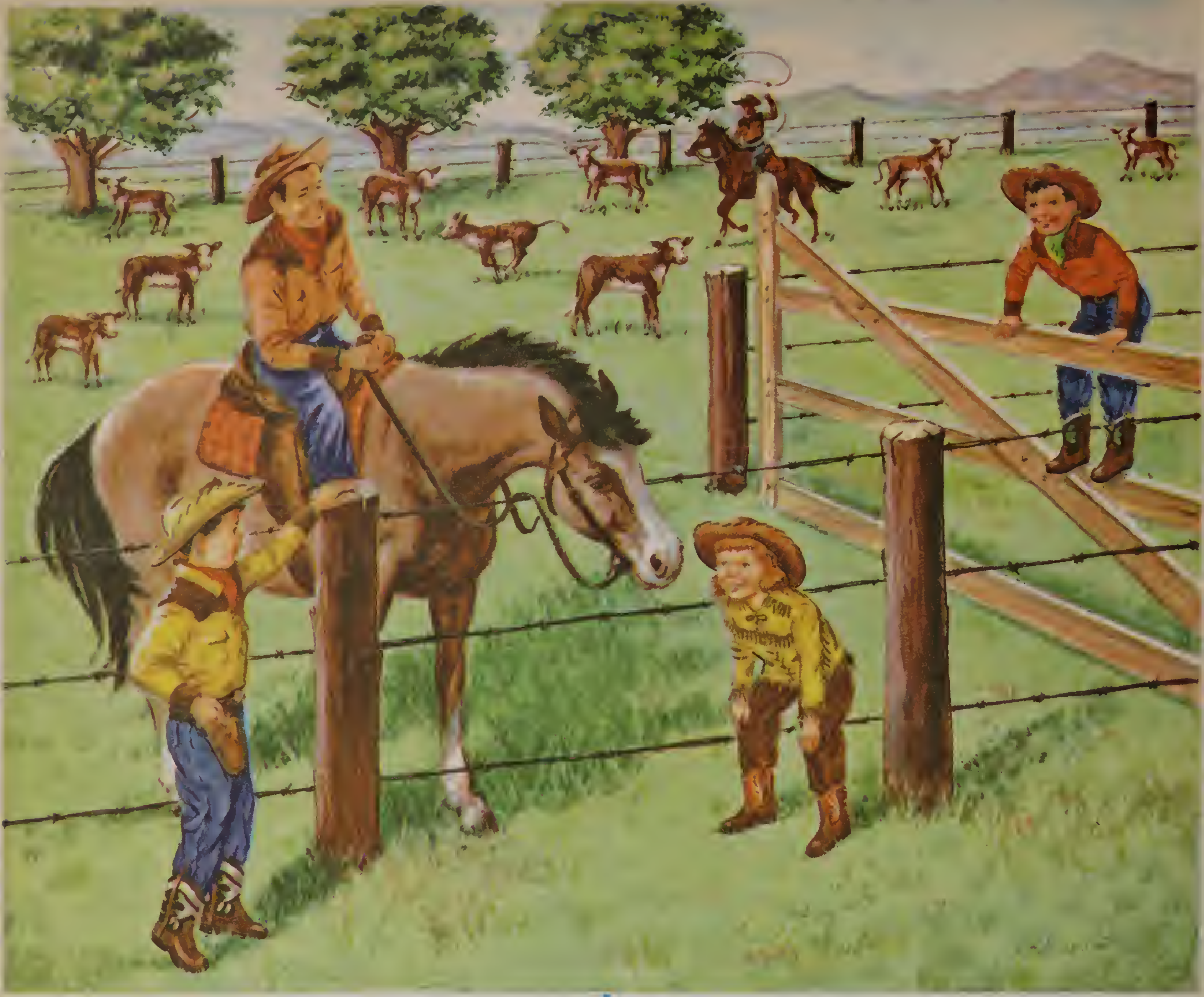
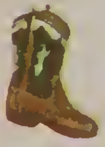
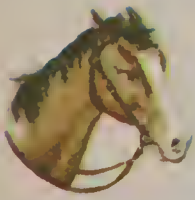
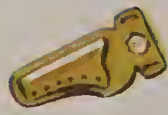
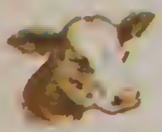
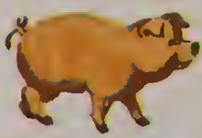
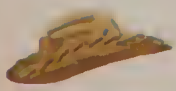
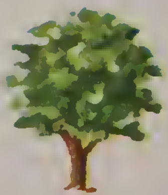
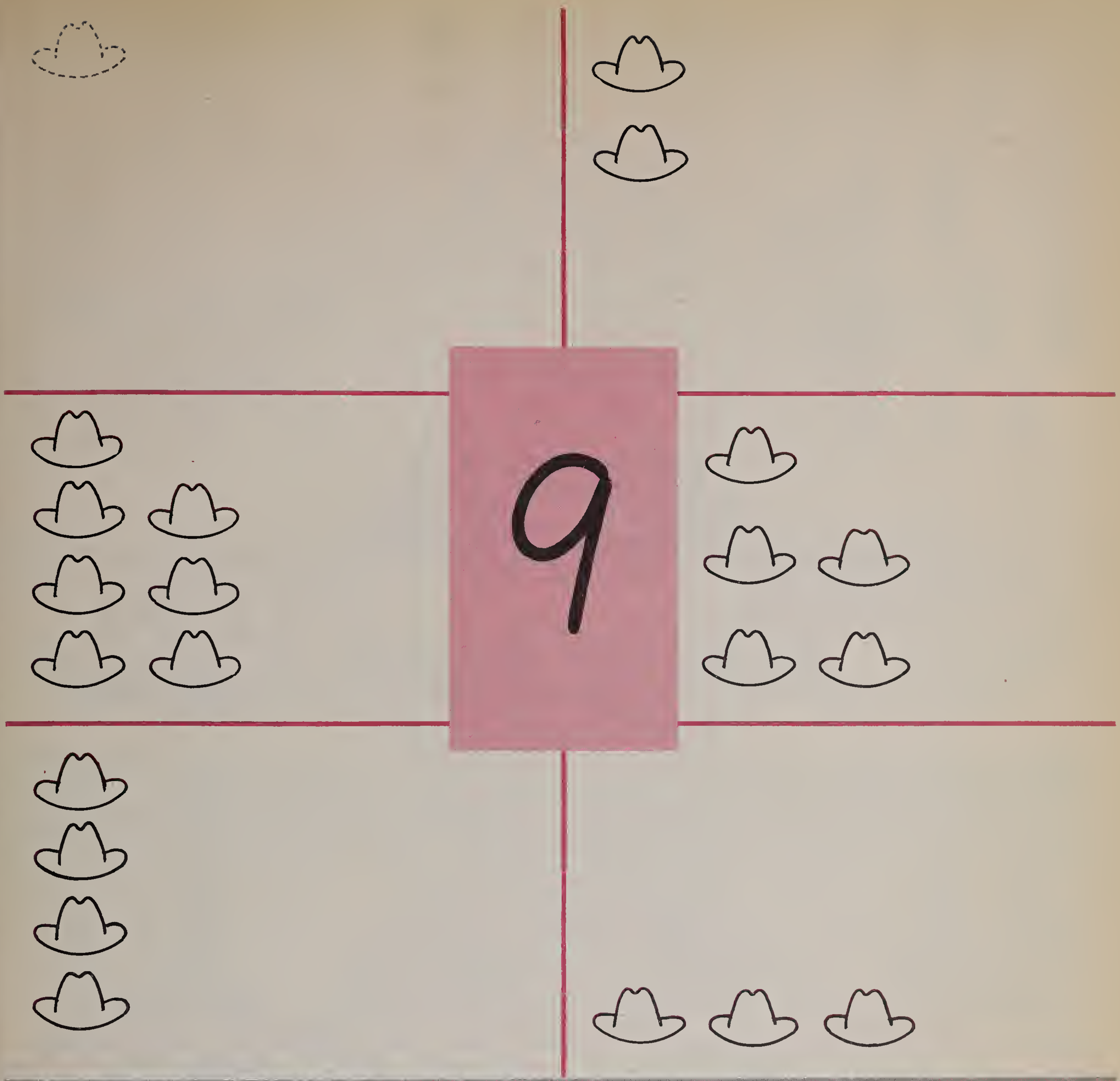
Identifying the number of members in a set — as many as 9



	5 6 7 8 9		5 6 7 8 9
	2 3 4 5 6		0 1 2 3 4
	5 6 7 8 9		0 2 4 6 8
	3 4 5 6 7		2 3 4 5 6

Identifying the number of members in a set, in social situation



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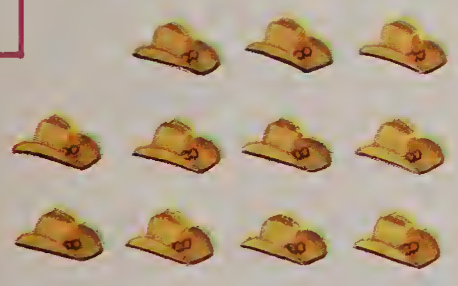

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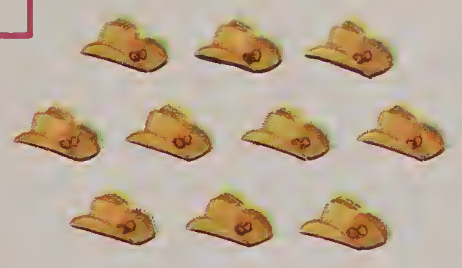

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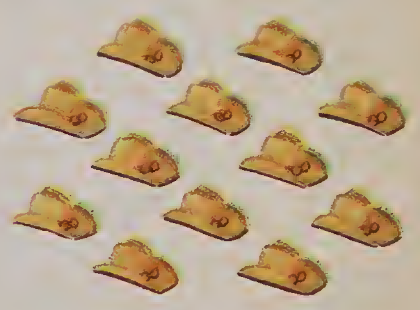

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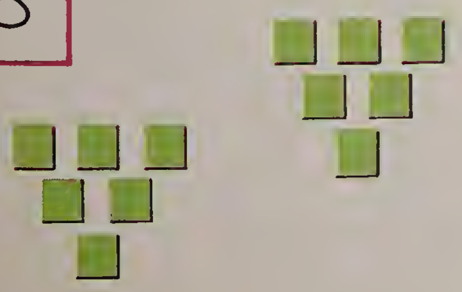

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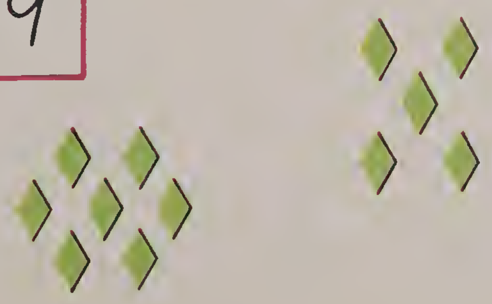

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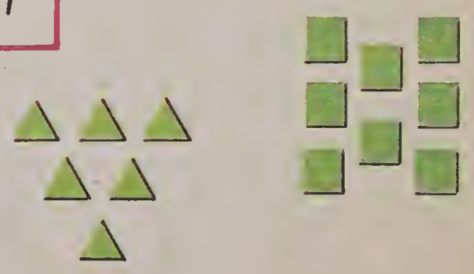

Showing sets with as many as 9 members

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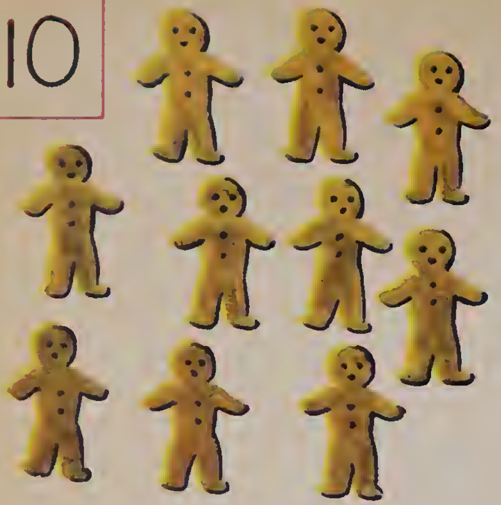

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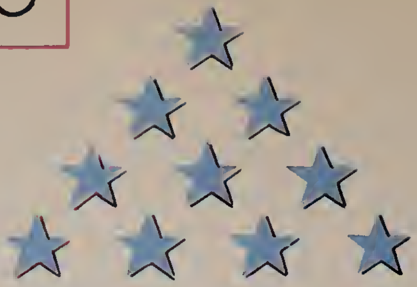

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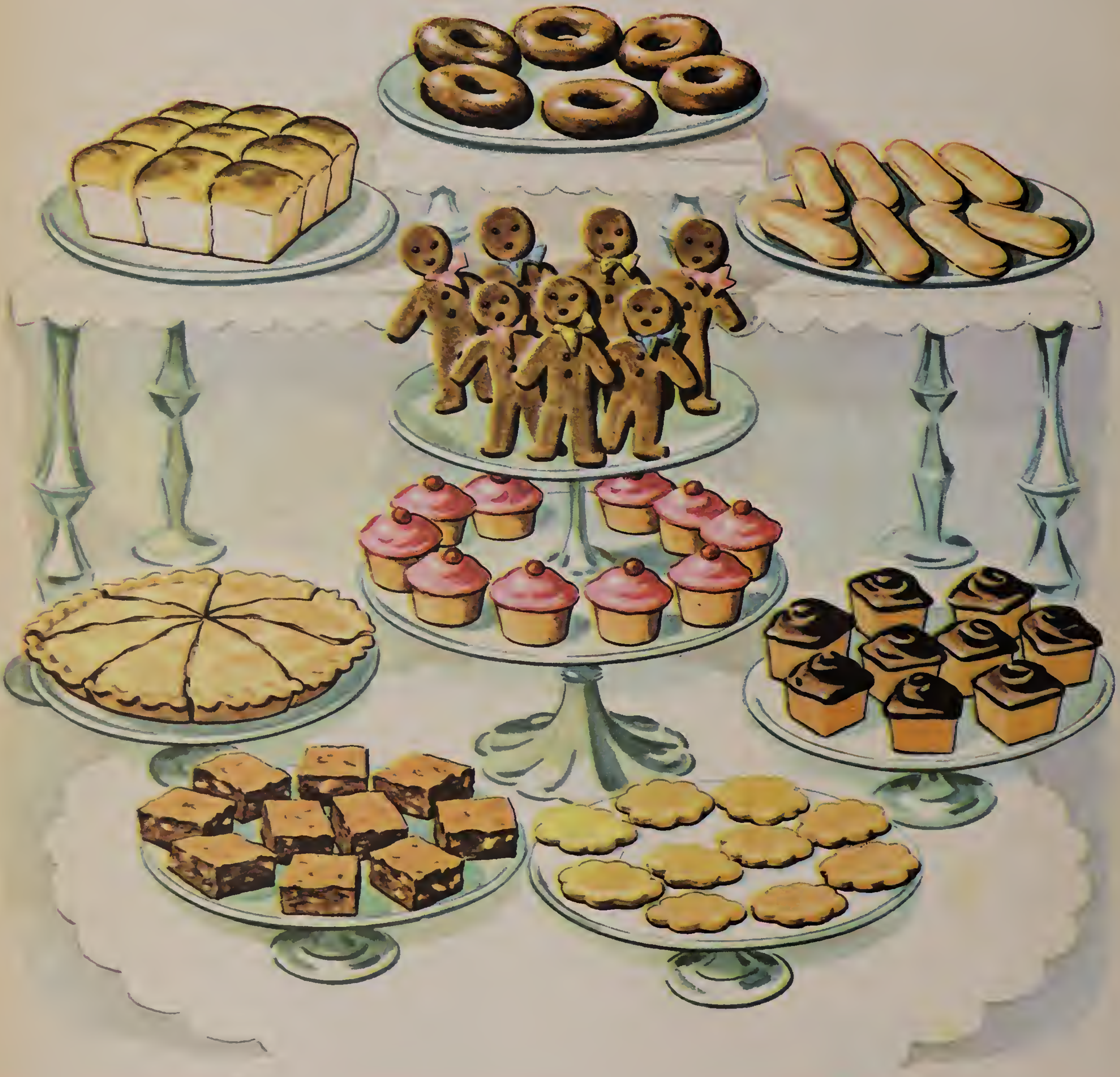

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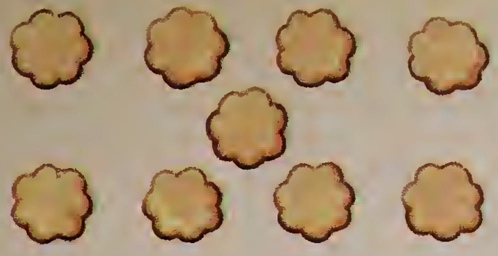
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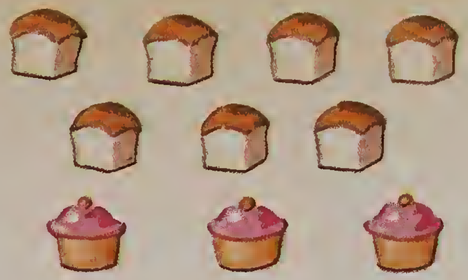
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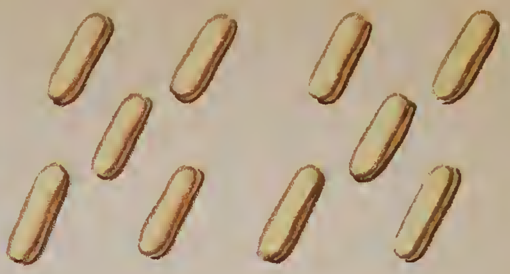
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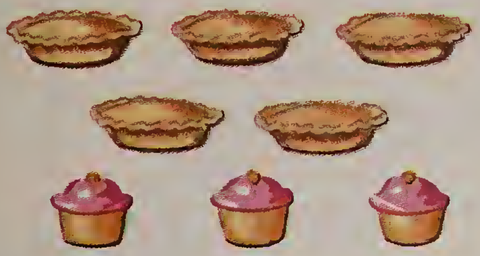
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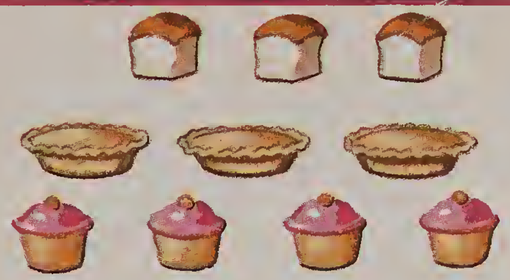
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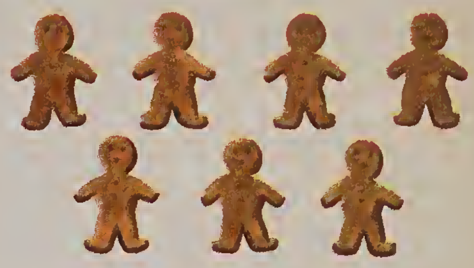
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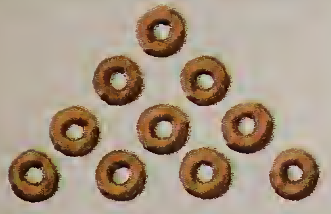
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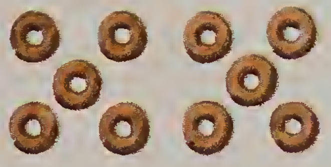
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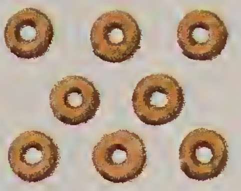
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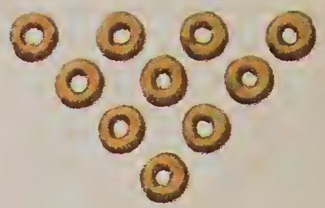
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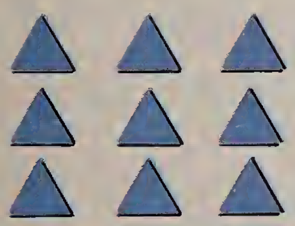
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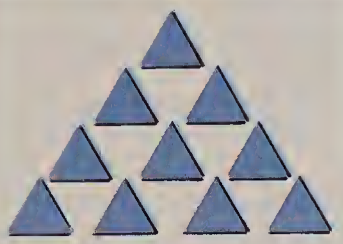
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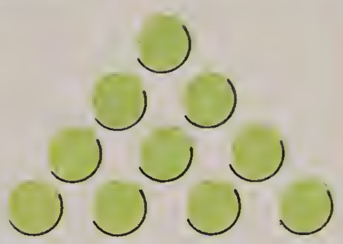
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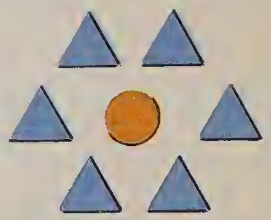
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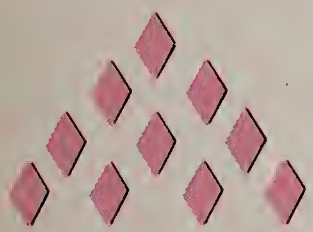
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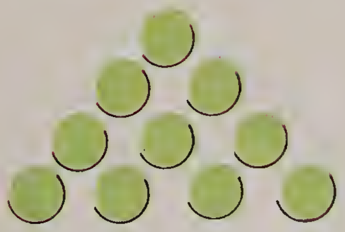
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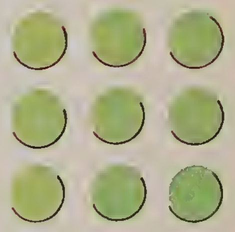
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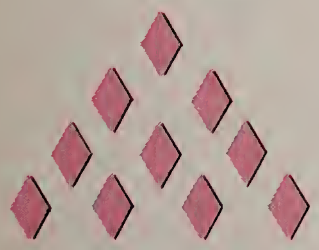
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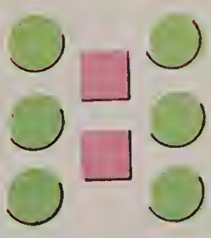
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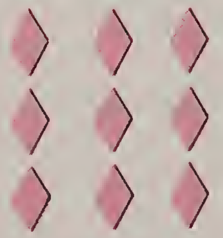
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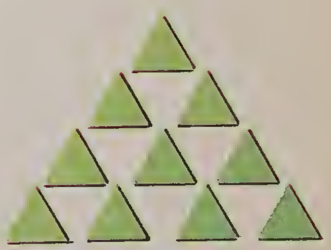
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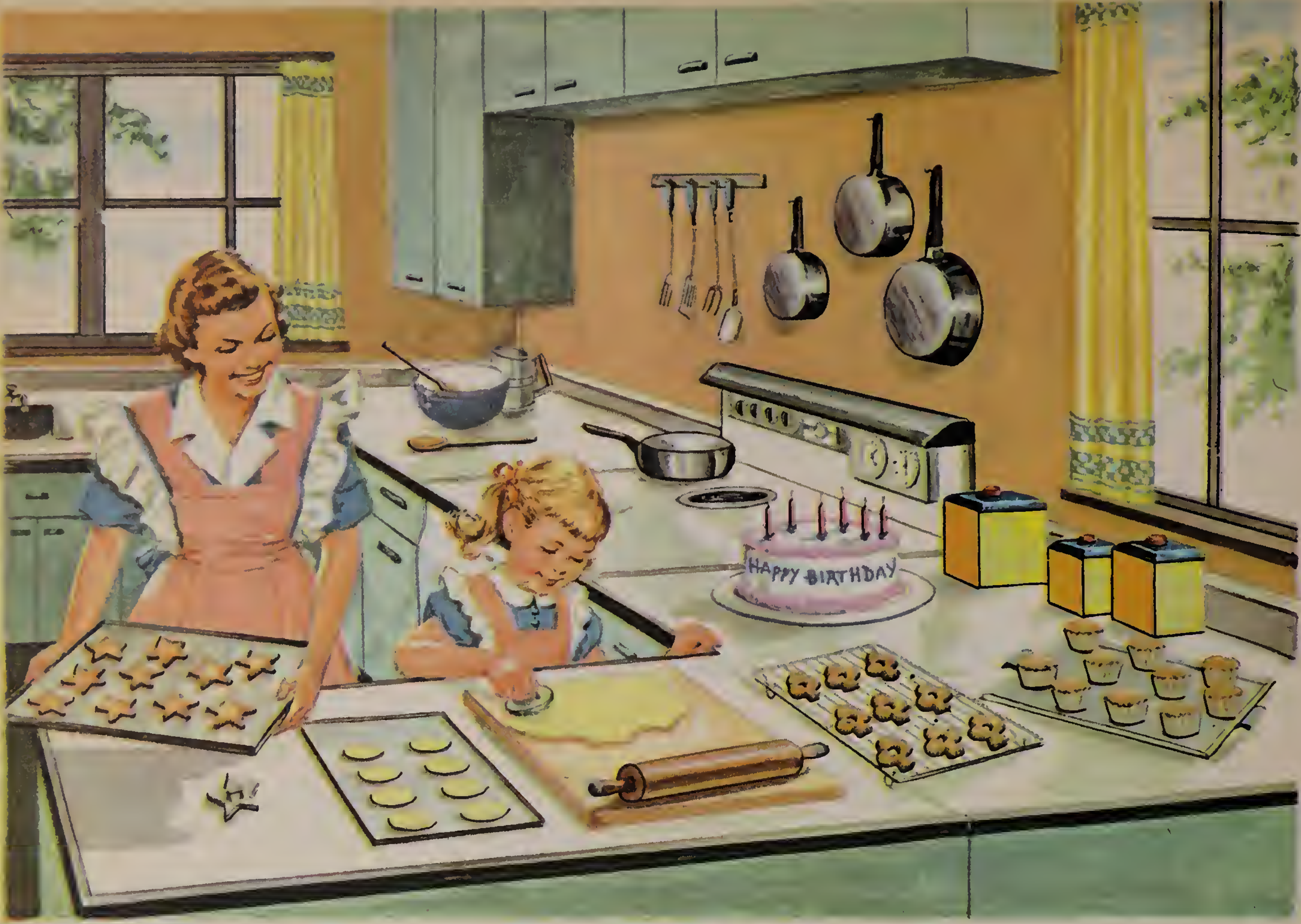
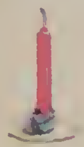
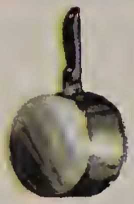
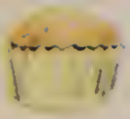
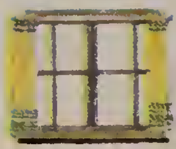
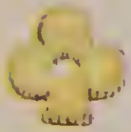
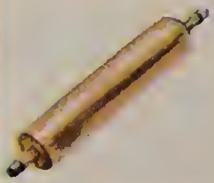
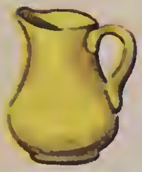
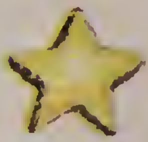
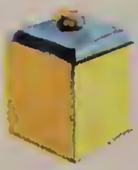
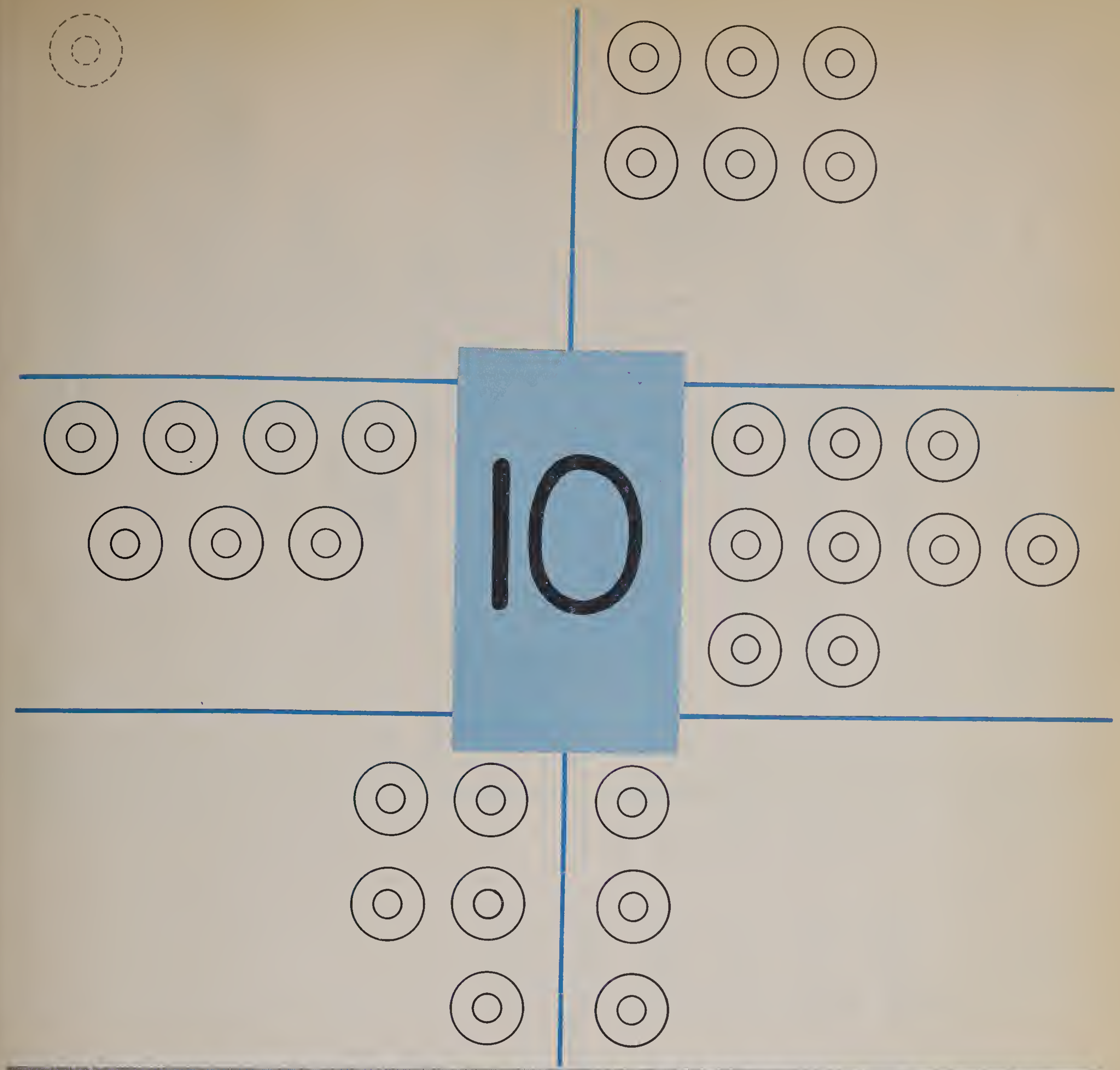
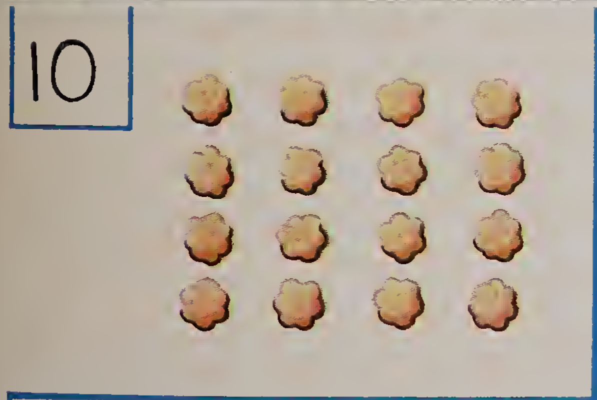
Identifying the number of members in a set — as many as 10

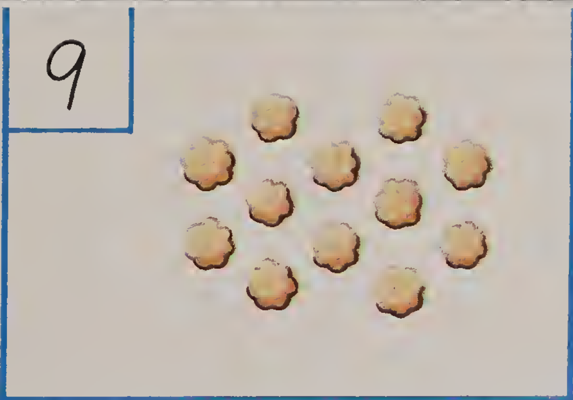

HAPPY BIRTHDAY

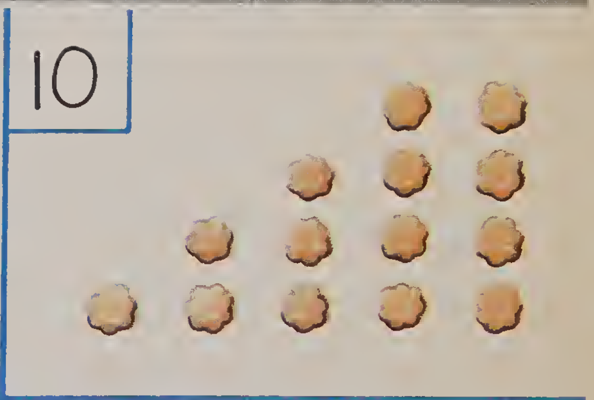
	4	5	6	7		3	4	5	6
	7	8	9	10		2	3	4	5
	7	8	9	10		0	1	2	3
	0	1	2	3		7	8	9	10
	6	7	8	9		3	4	5	6

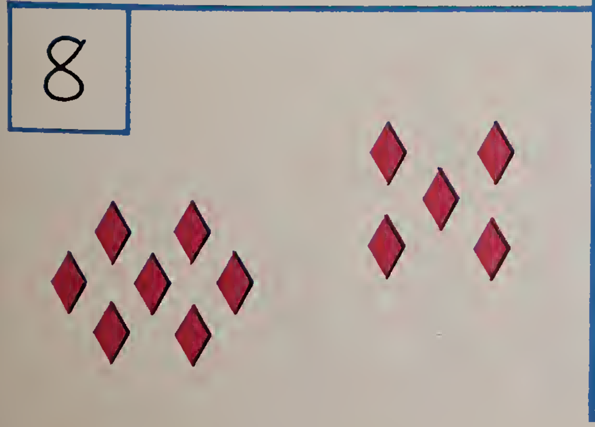
Identifying the number of members in a set, in social situation

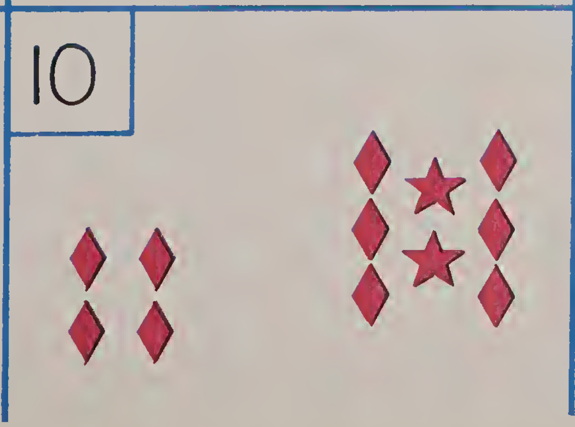


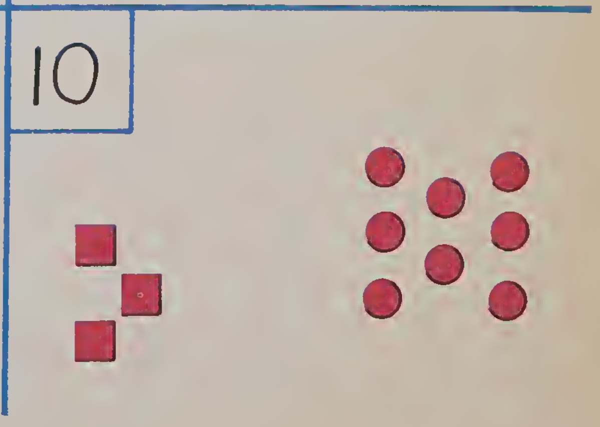












Showing sets with as many as 10 members

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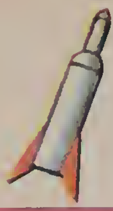
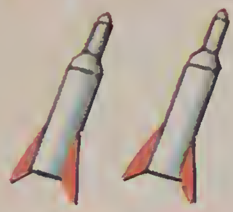
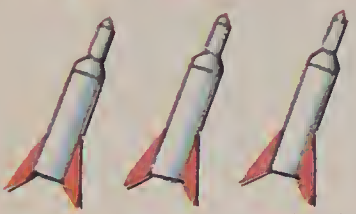
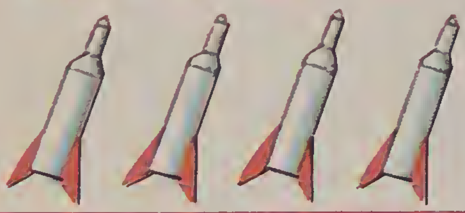
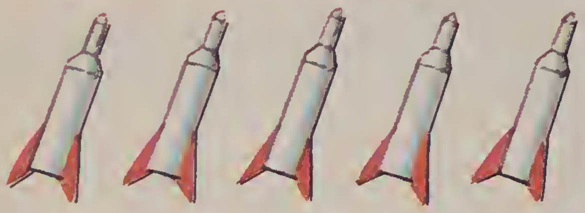
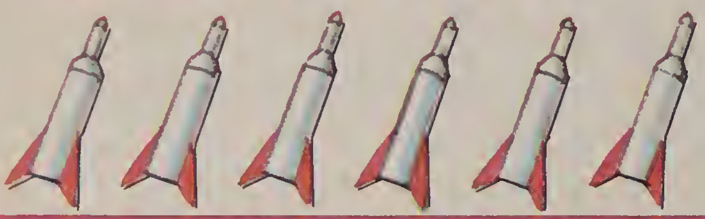
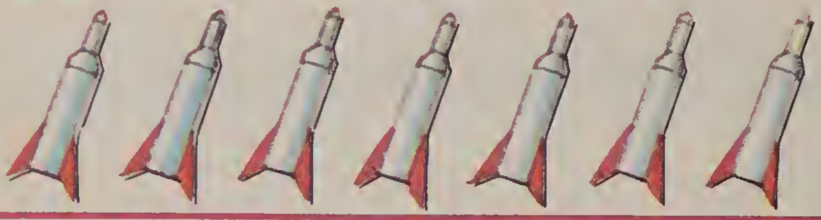
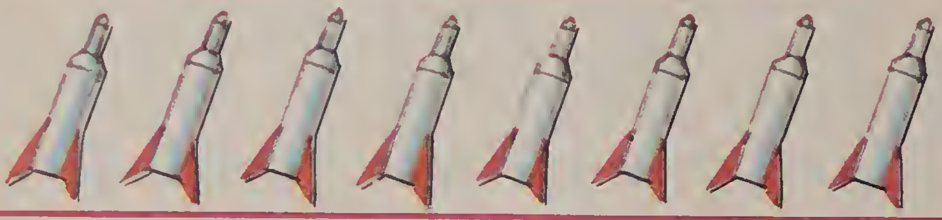
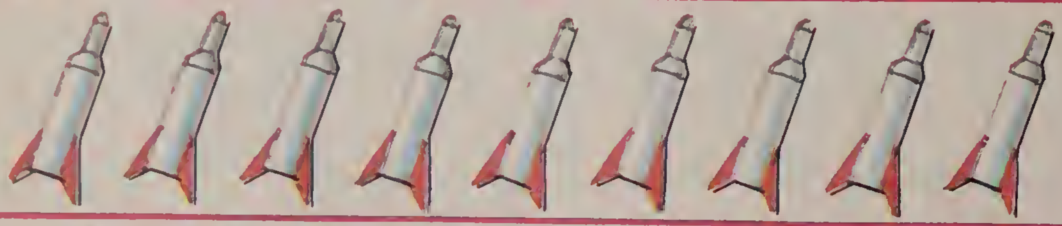
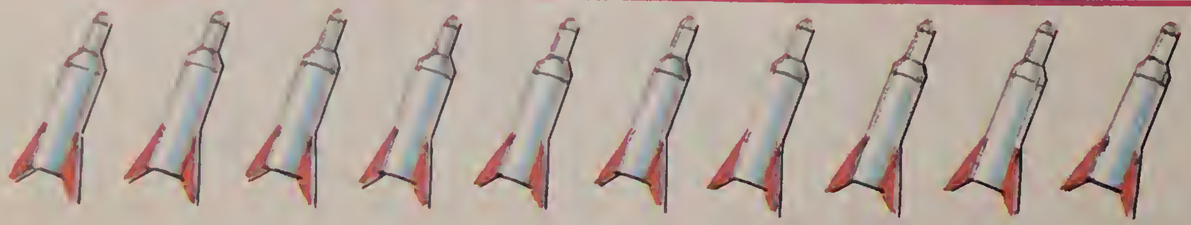
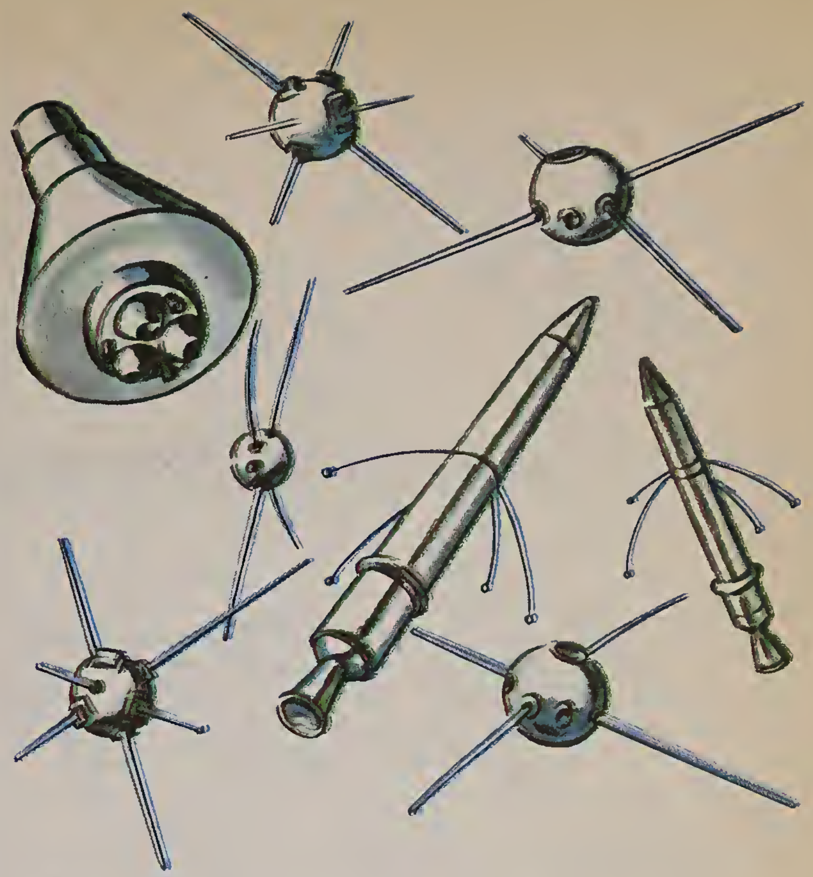
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Summary: sets, patterns, numbers 0 through 10



0 1 2 3 4 5 6 7 8 9 10

less

greater

greater?	less?
4 or 2	9 or 10
7 or 9	6 or 5
6 or 3	8 or 4
5 or 8	3 or 7
0 or 10	2 or 0

10 · · · · · · 5

4 · · · · · · 7

6 · · · · · · 9

8 · · · · · · 3

1 · · · · · · 0

2 · · · · · · 6

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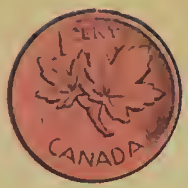
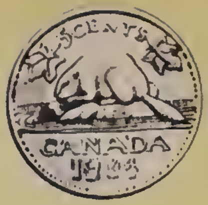
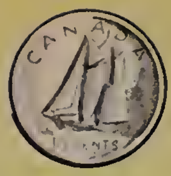
9 · · · · · · 7



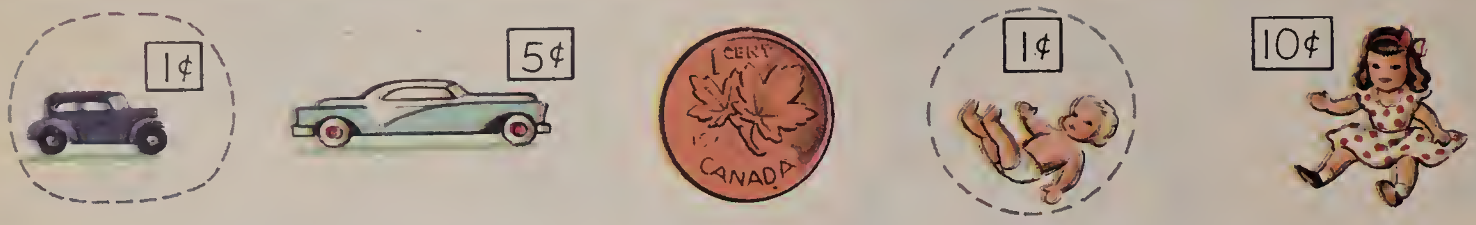
1¢

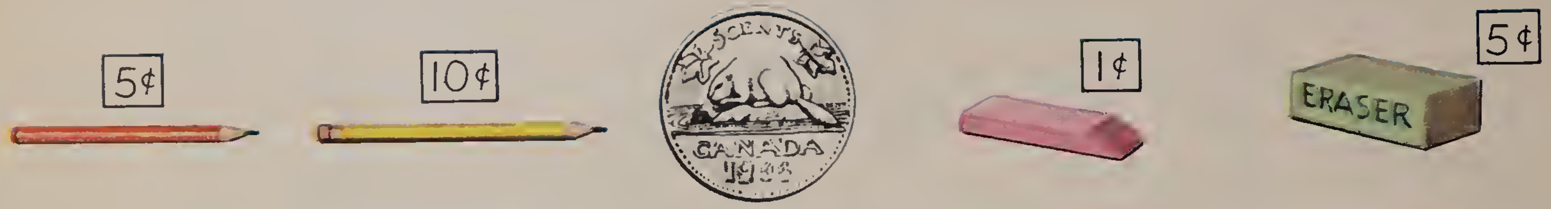


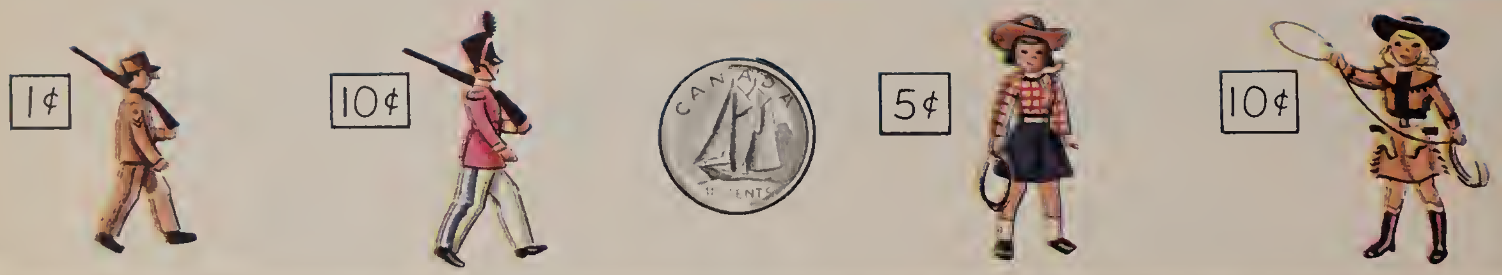
5¢

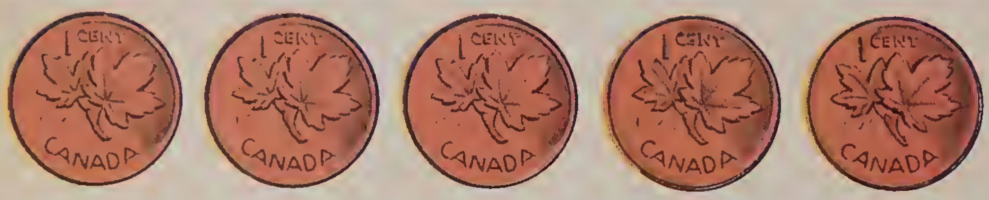


10¢

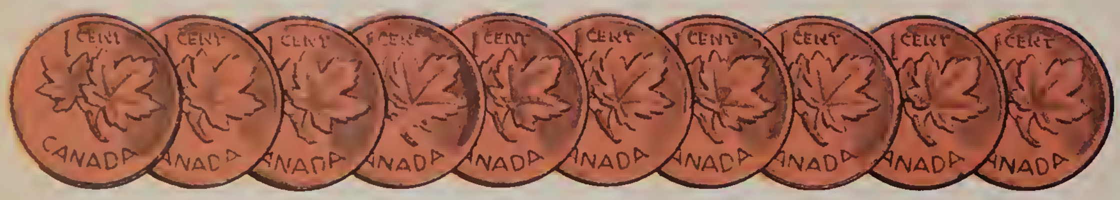



5¢
10¢
1¢
5¢
ERASER

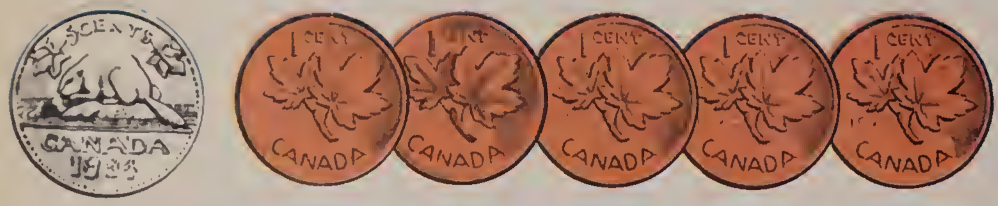




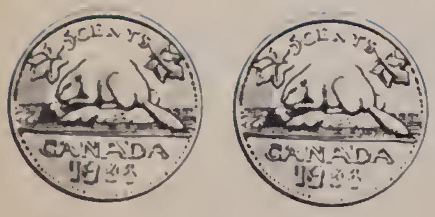
1¢ [✓ 5¢] 10¢



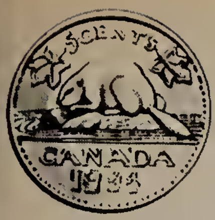
1¢ 5¢ 10¢

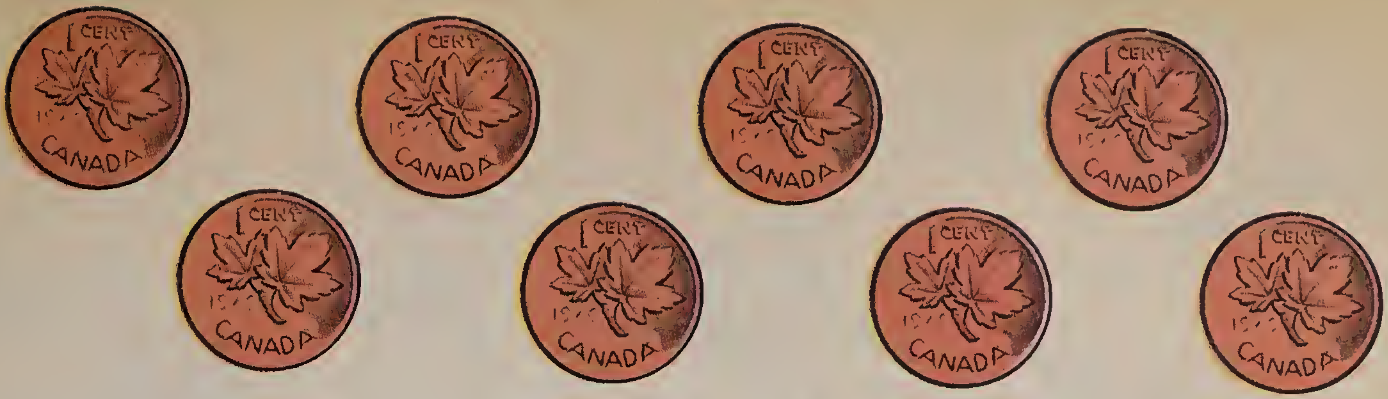


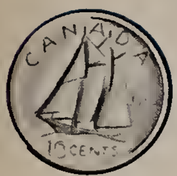
5¢ 6¢ 10¢

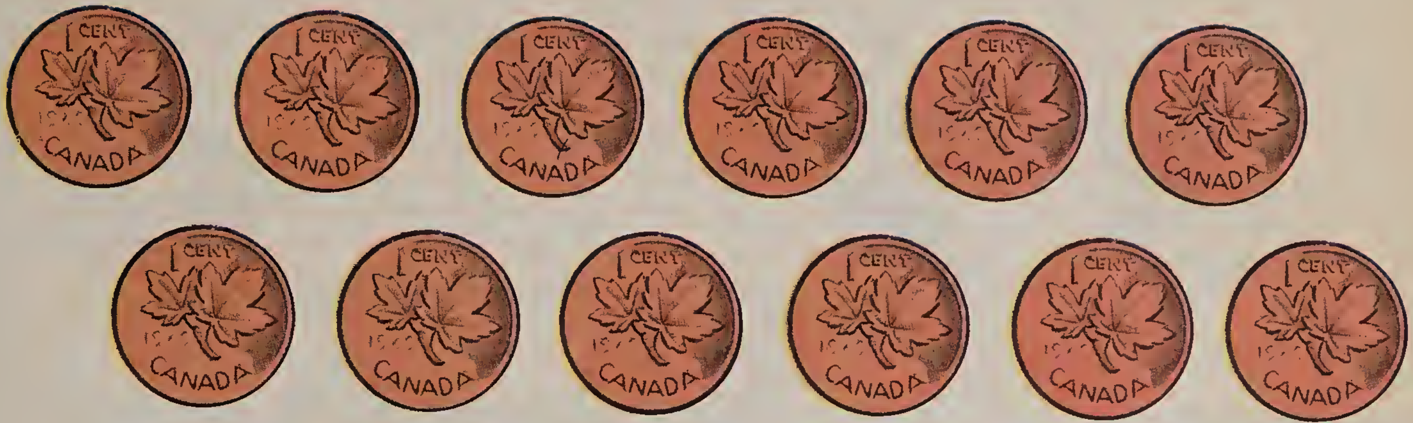


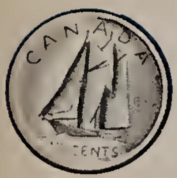
2¢ 5¢ 10¢

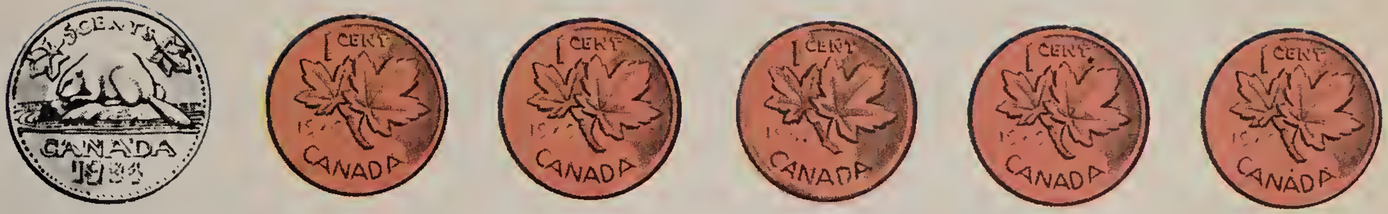


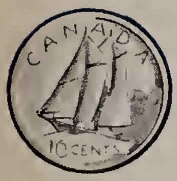


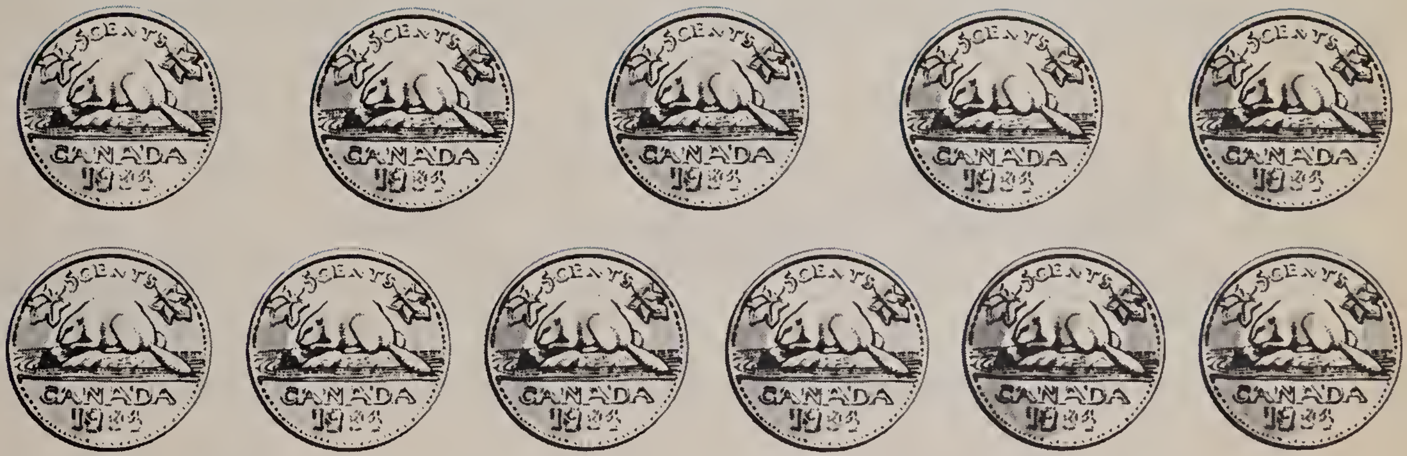


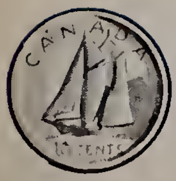


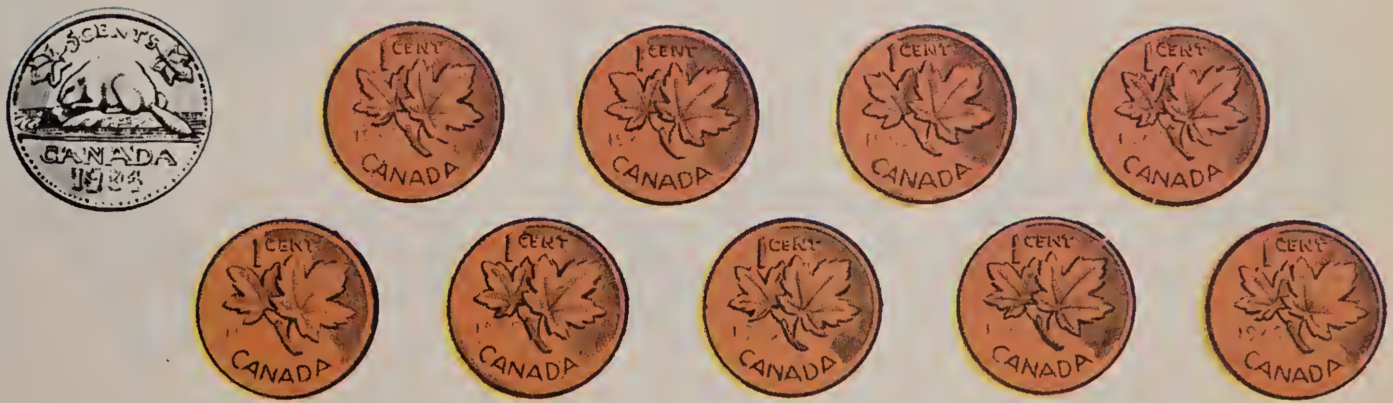


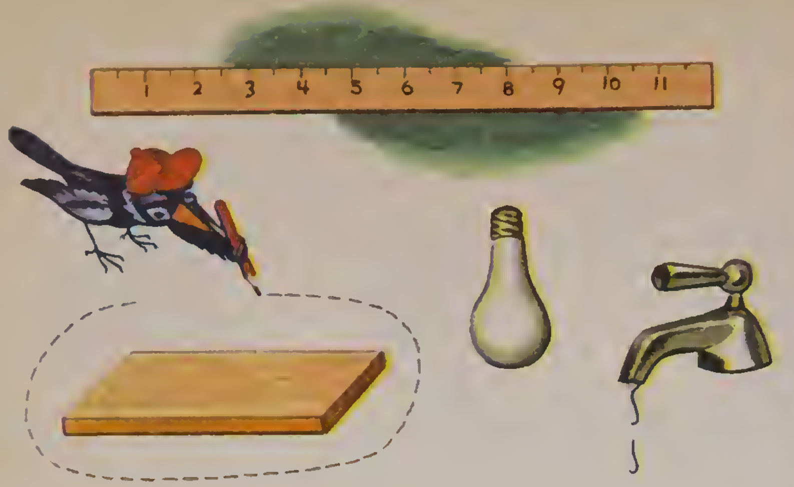








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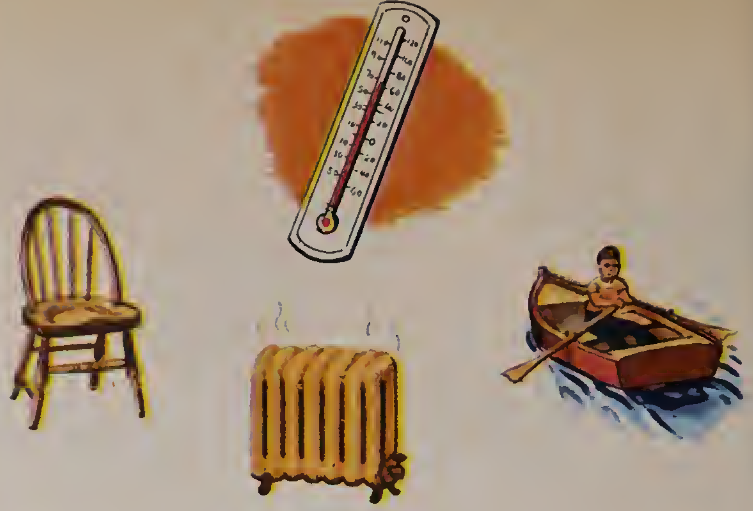

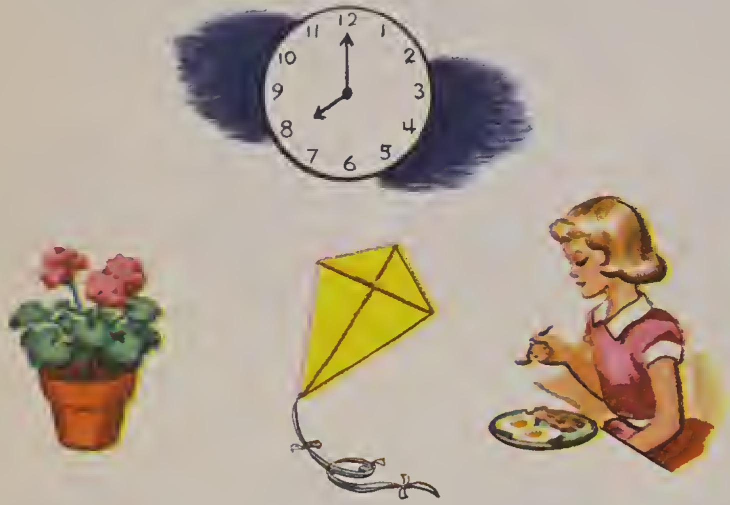
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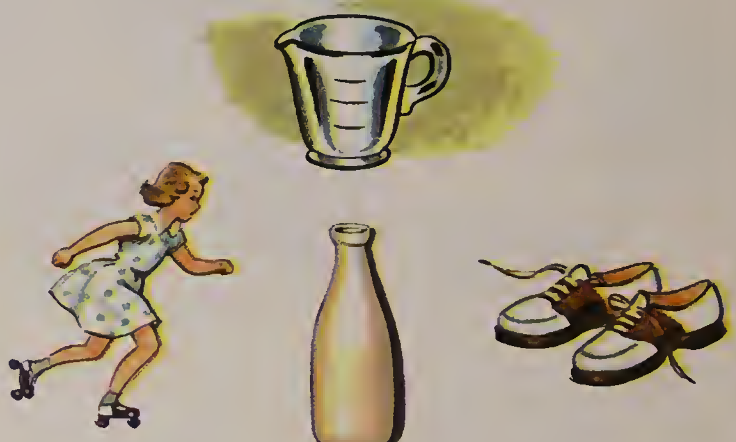

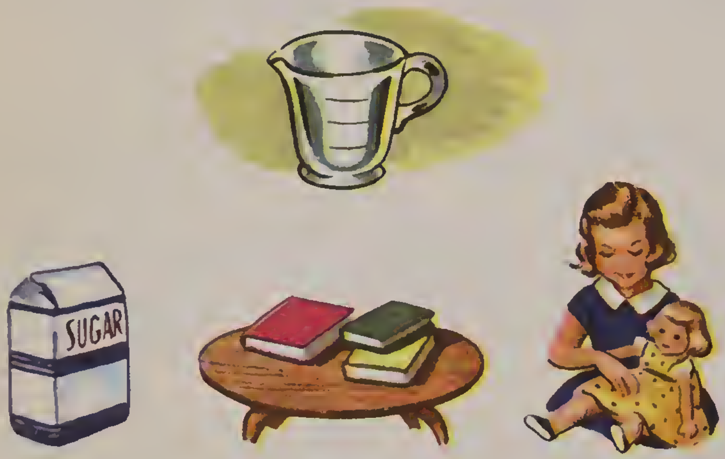

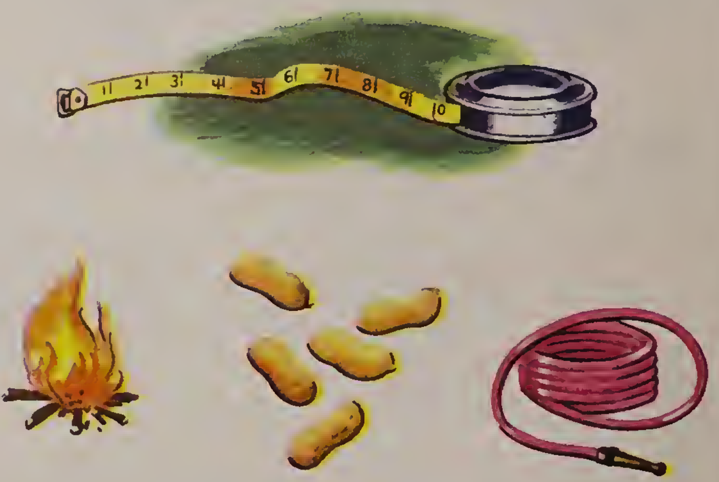
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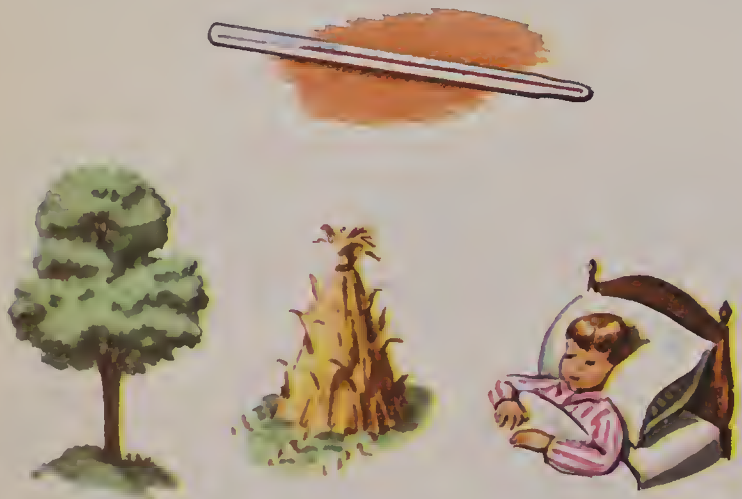
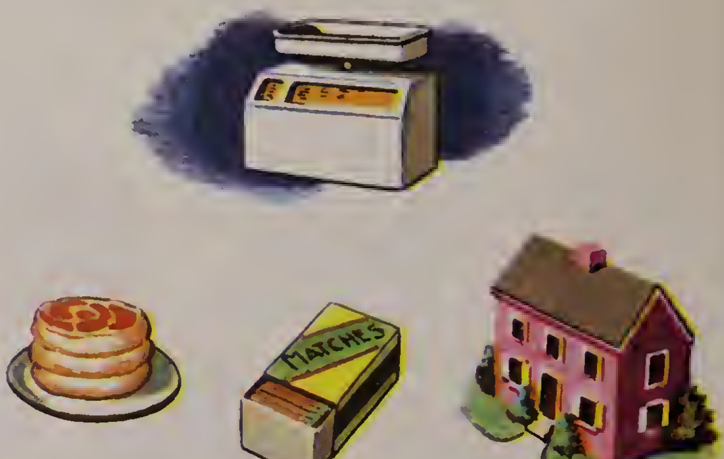
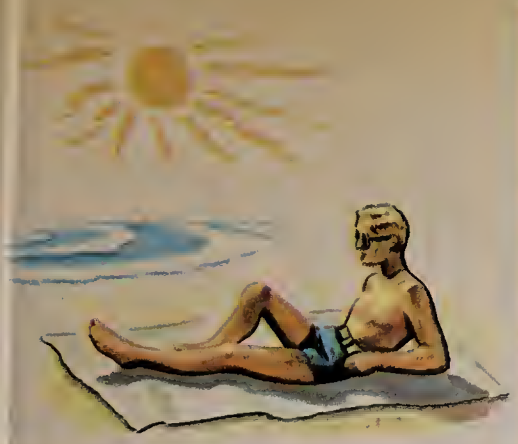
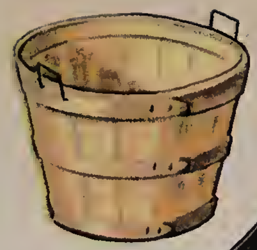
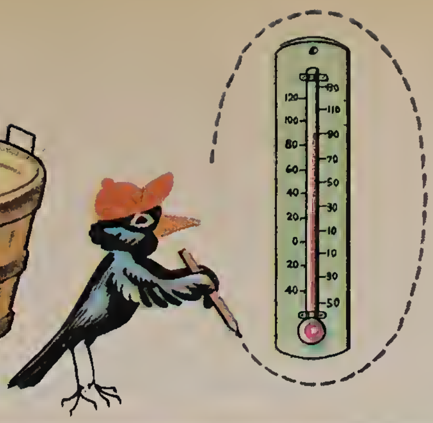




Appropriate instruments for measuring



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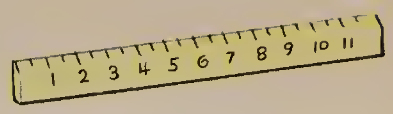
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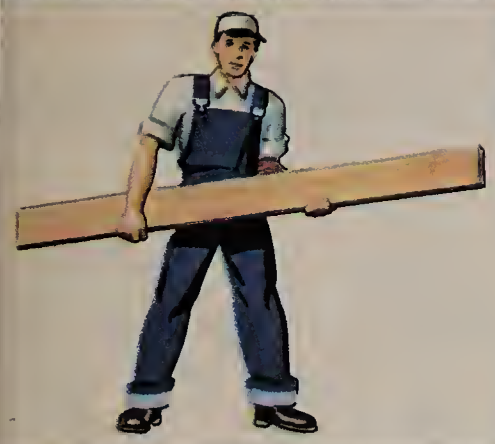

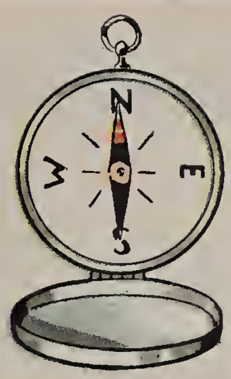
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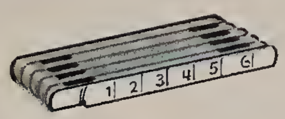
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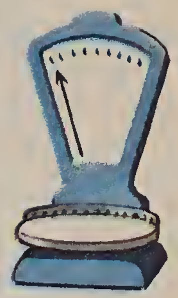

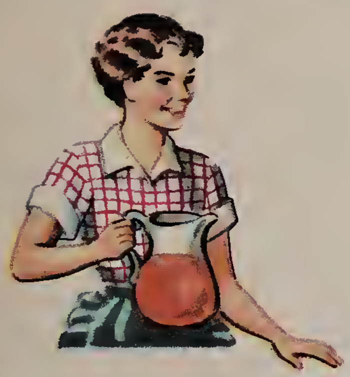

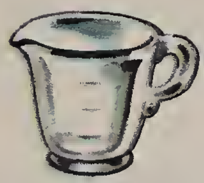

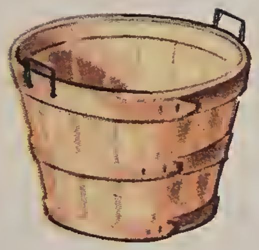

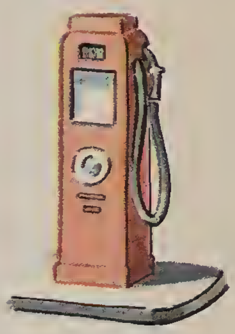

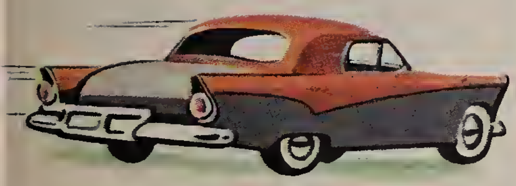

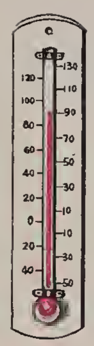
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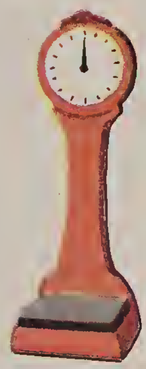

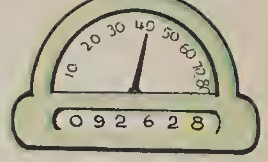
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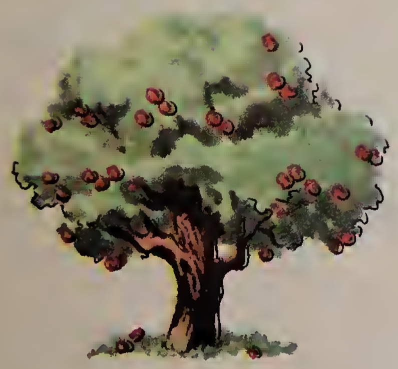

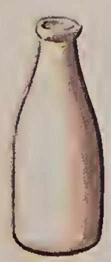

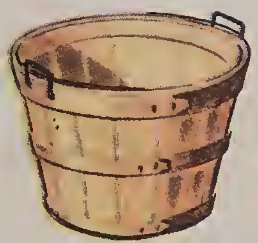

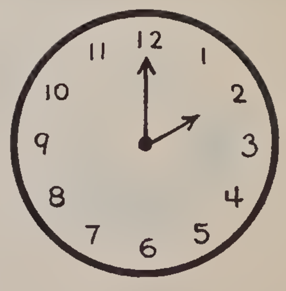
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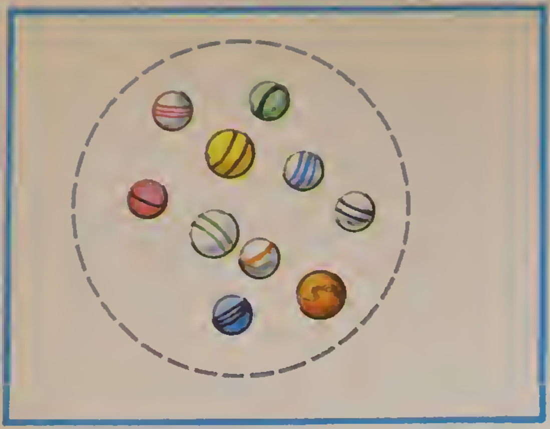

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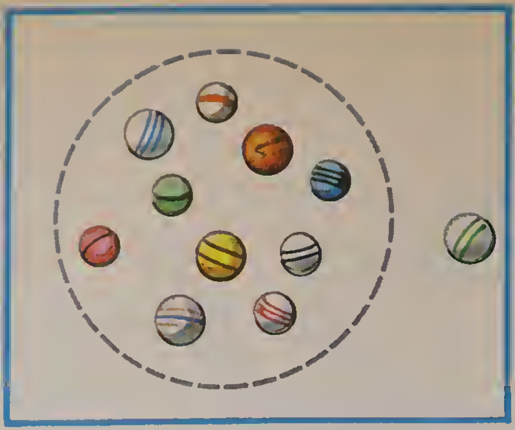

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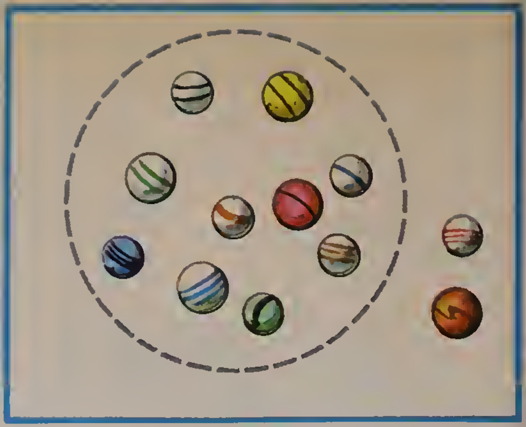

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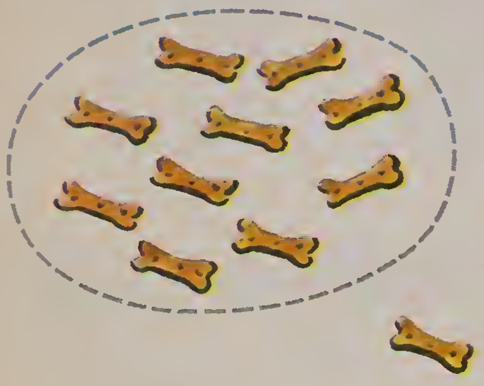
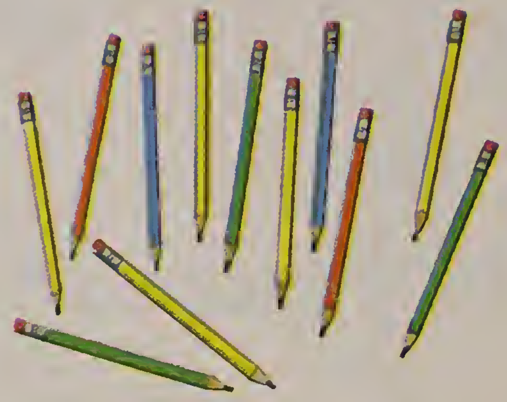
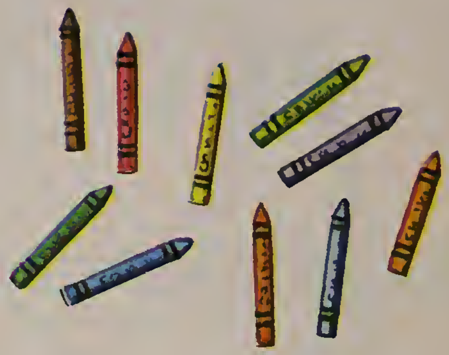


10 [✓ 11] 12



10 11 12



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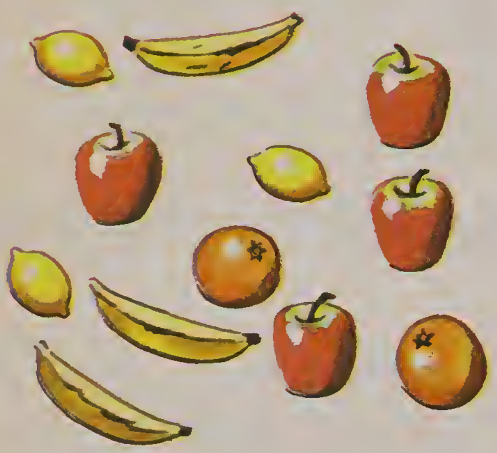

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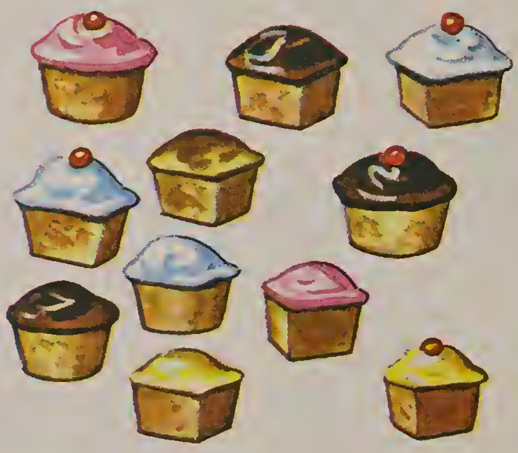

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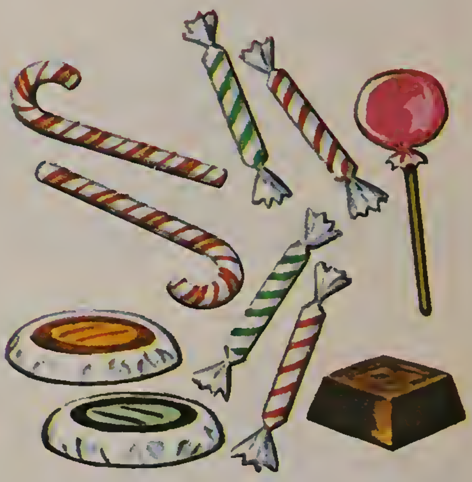

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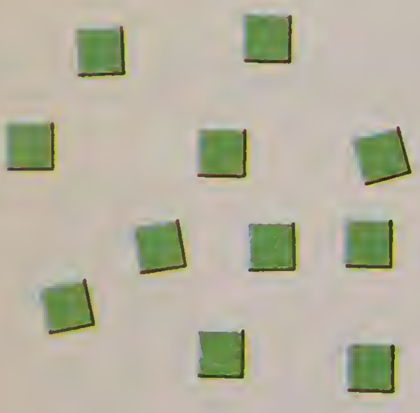

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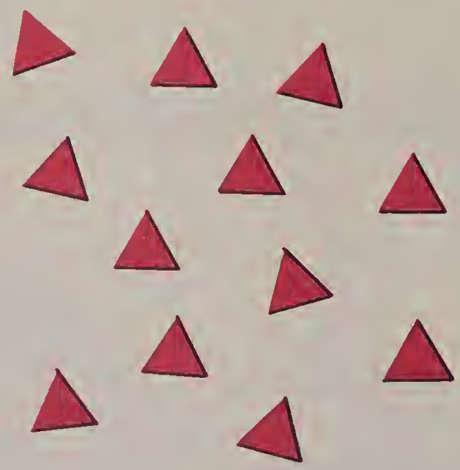

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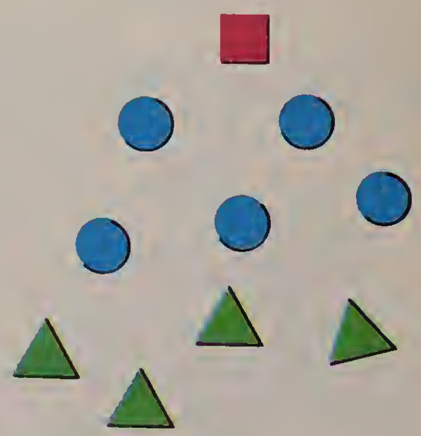
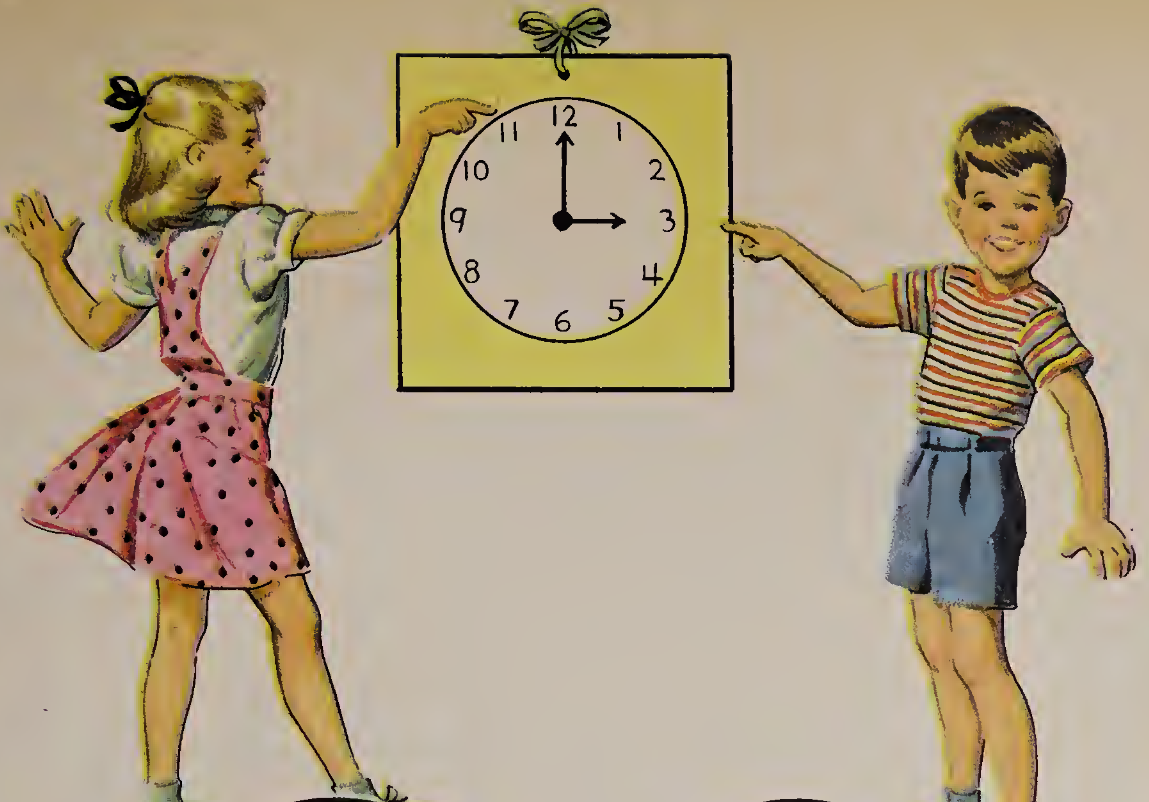
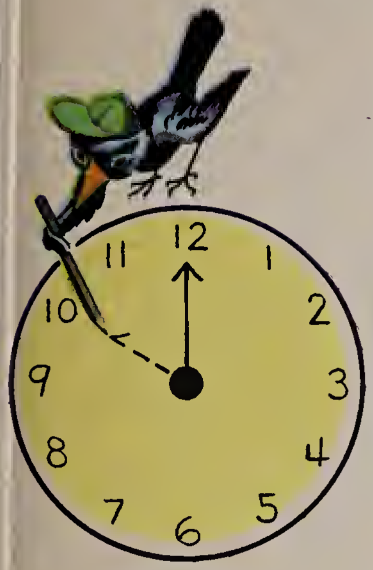


10 11 12

Identifying the number of members in a set — as many as 12





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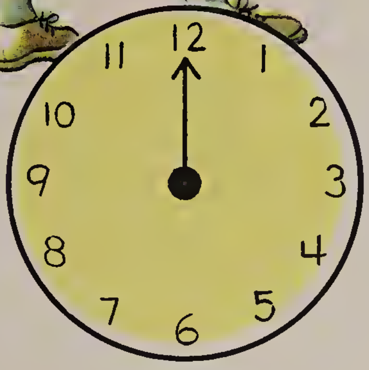

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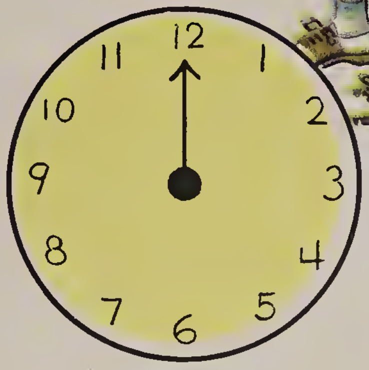

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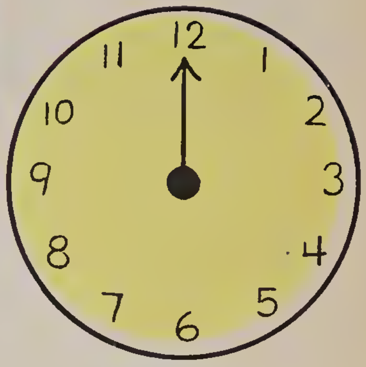
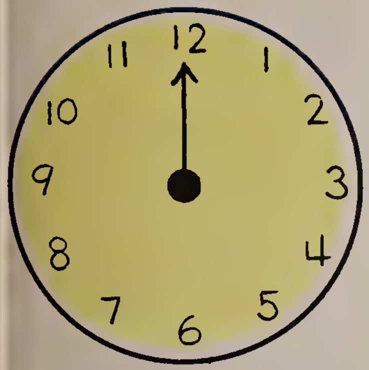


6



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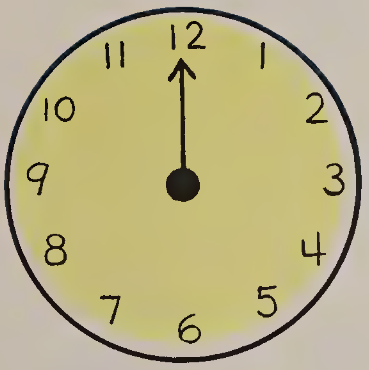

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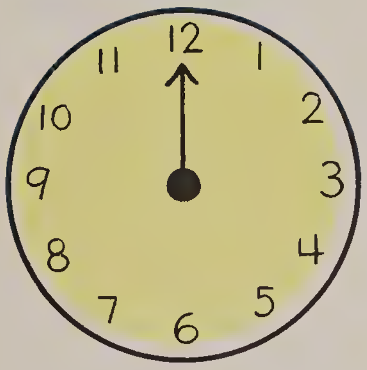

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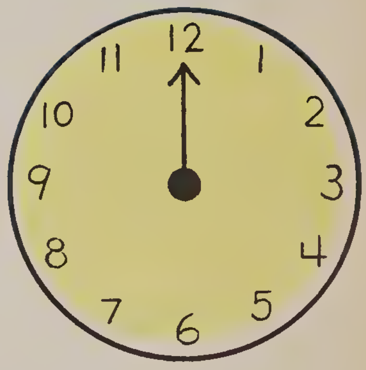

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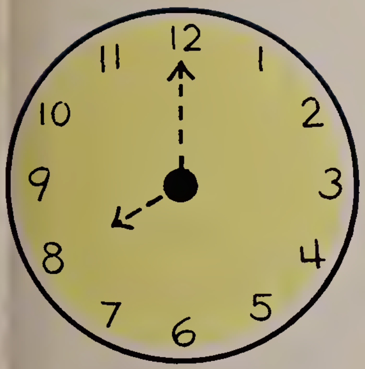

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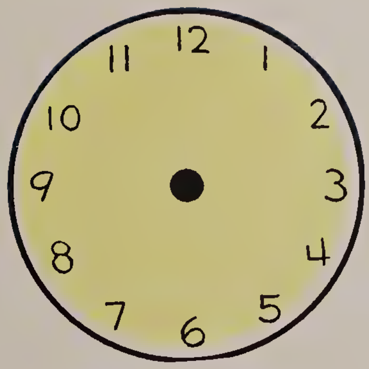

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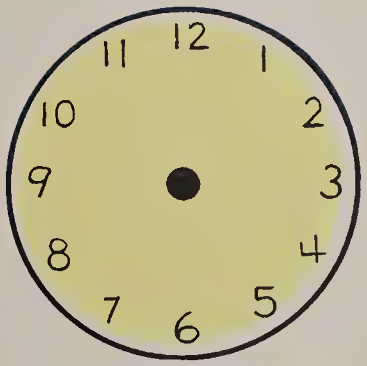

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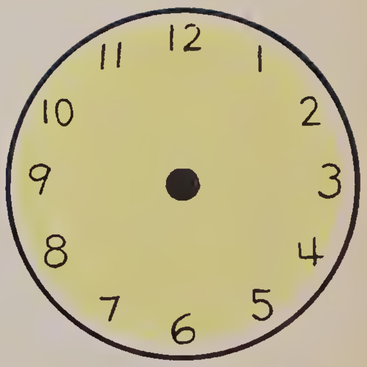

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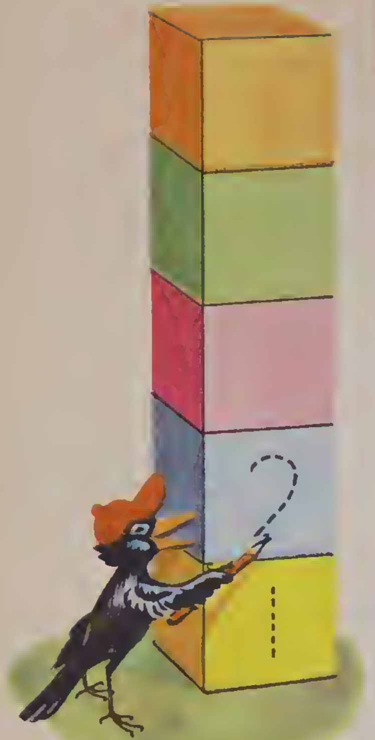

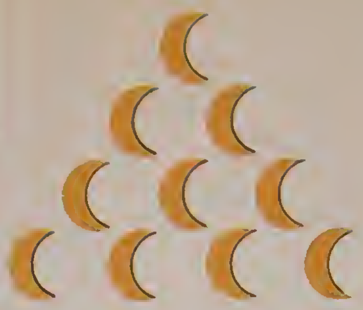

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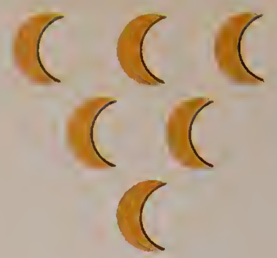

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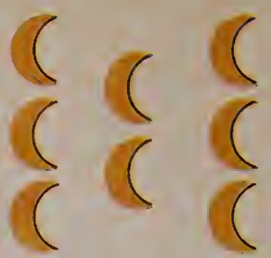

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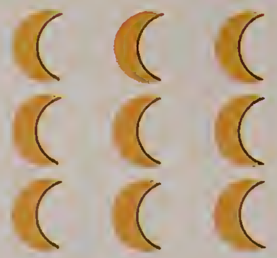

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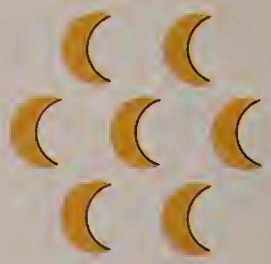

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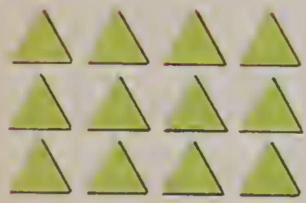

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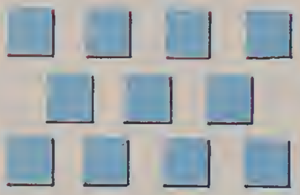

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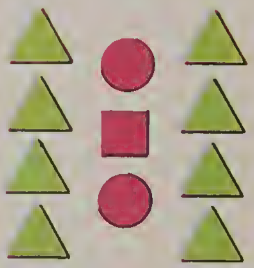

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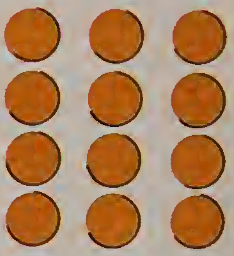

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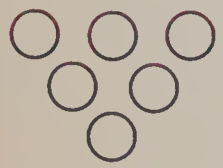

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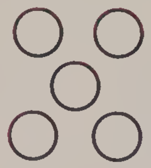

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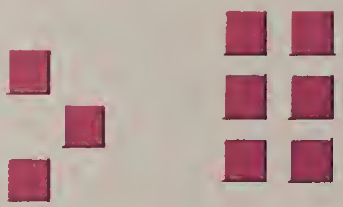

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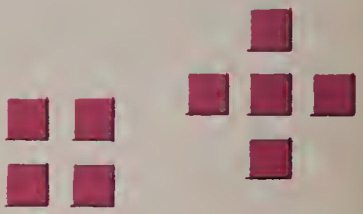

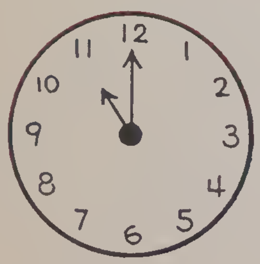

12
1
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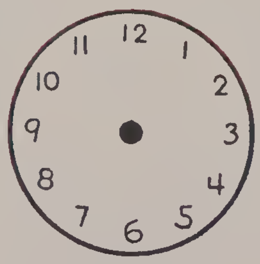
6 11 12



12
1
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3
4
5
6
7
8
9
10
11

2

8 or 10

9 or 5

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6 or 3

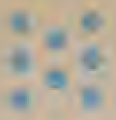
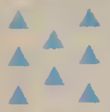
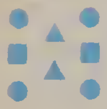
0 or 4

●	■■	●●●	▲▲▲▲	■■■■■	●●●●●●	▲▲■■■●●
1	2	3	4	5	6	7
one	two	three	four	five	six	seven

●●●●●● six	6	6	6	6	6	6
▲▲▲▲▲▲ six						
■■■▲▲▲ six						

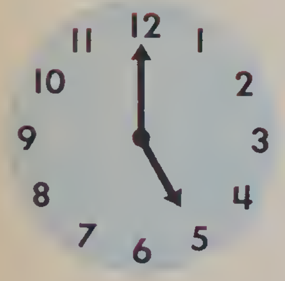
●●●●●●● seven	7	7	7	7	7	7
▲▲▲▲▲▲▲ seven						
●●▲▲▲▲▲ seven						

Writing numerals through 7; serial order through 7

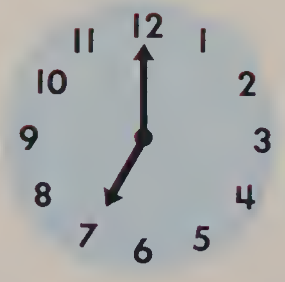
 eight	8	8	8	8	8	8
 eight	8	8	8	8	8	8
 eight						
 eight						

1	2	3					

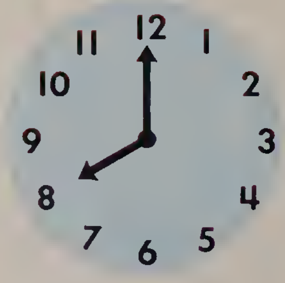
seven	eight	four	six	eight	five	three	two
7							



5 o'clock



___ o'clock



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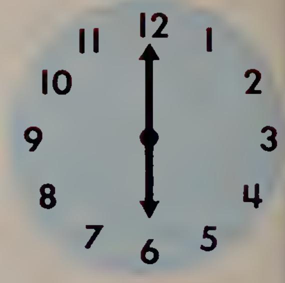


___ o'clock

Writing numerals through 8; serial order through 8

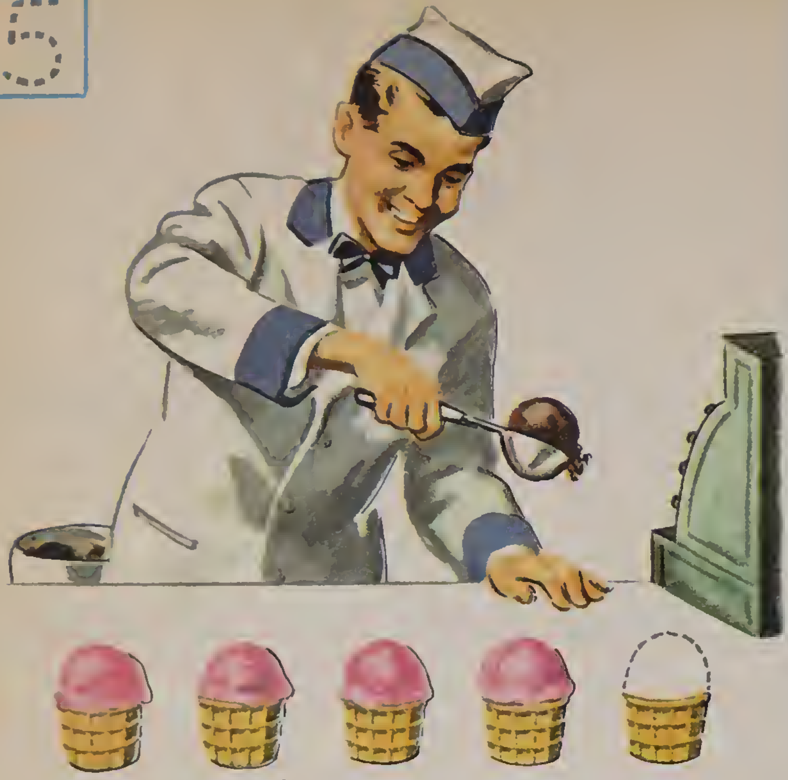
● ● ● ● ● ● ● ● ● nine	9	9	9	9	9	9	9
■ ■ ■ ■ ■ ■ ■ ■ ■ nine							
● ● ● ▲ ▲ ▲ ■ ■ ■ nine							

● ● ● ● ● ● ● ● ● ● ten	10	10	10	10	10	10	10
▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ten							
● ■ ■ ▲ ▲ ▲ ■ ■ ■ ■ ten							

● ● ● ● ● ● ● ● ●	■ ■ ■ ■ ■ ■ ■ ■	● ● ● ● ● ● ● ● ● ●	● ● ● ▲ ▲ ▲	seven	ten	nine	eight
9							

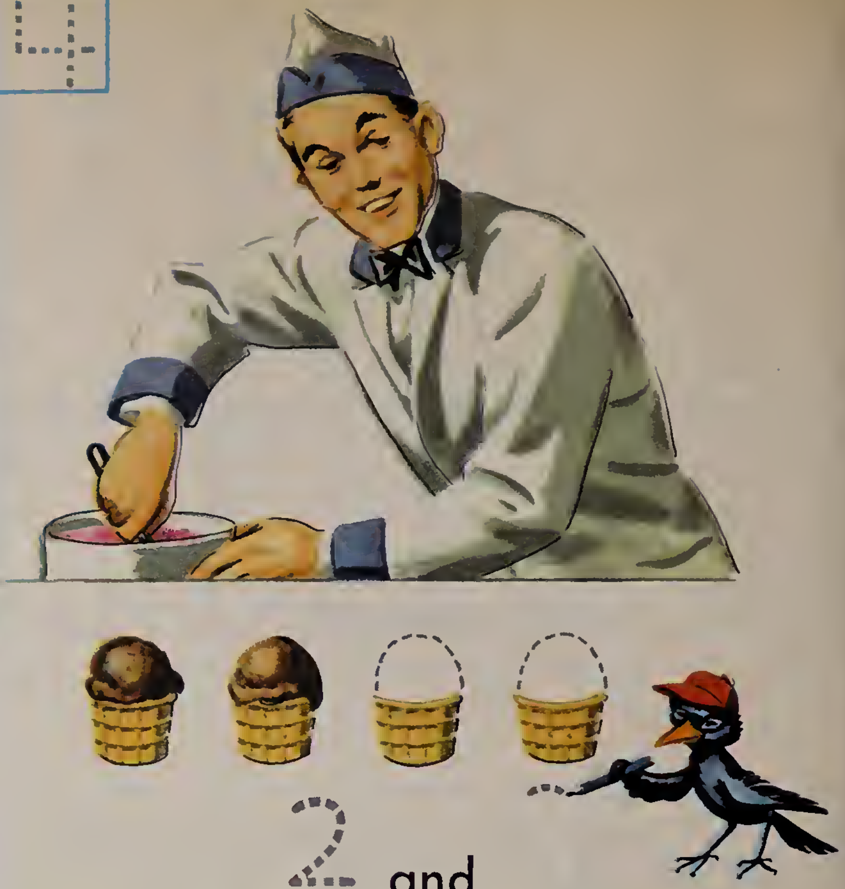
3	4	5					

5



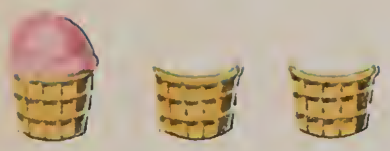
4 and 1

4



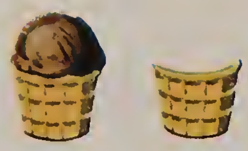
2 and ___

3

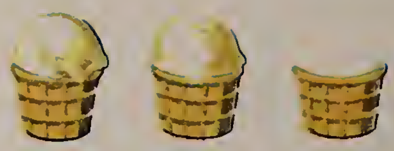


1 and ___

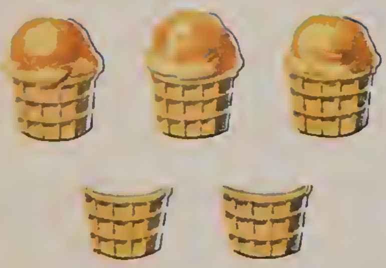
2



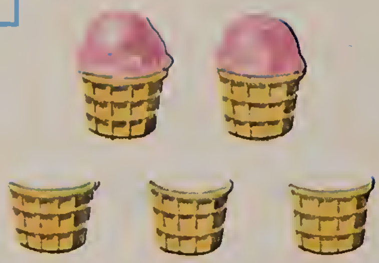
___ and ___



___ and ___



___ and ___



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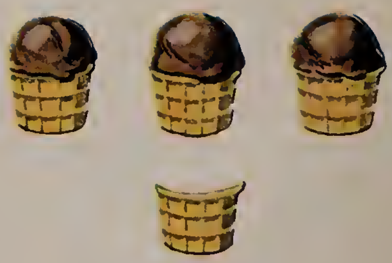

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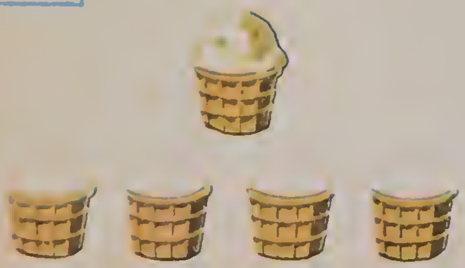

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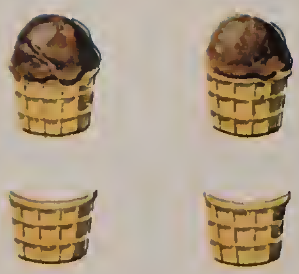

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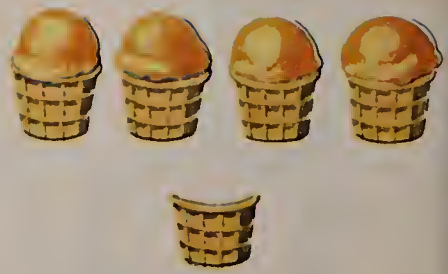
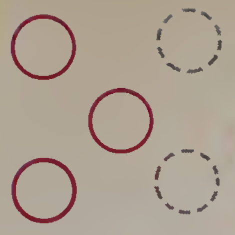
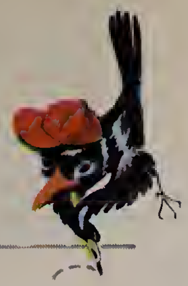


___ and ___

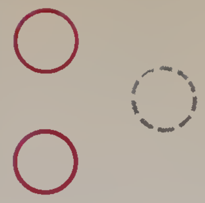
Sets, disjoint sets, number of members

5

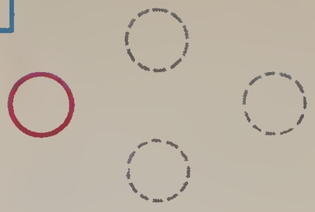




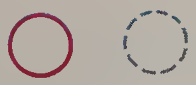
3 and ____



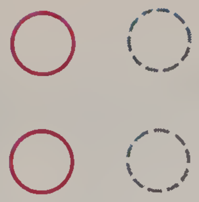
____ and ____



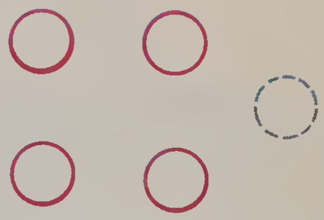
____ and ____



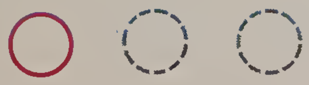
____ and ____



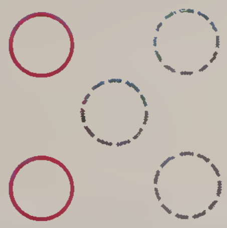
____ and ____



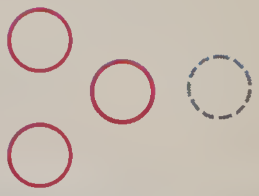
____ and ____



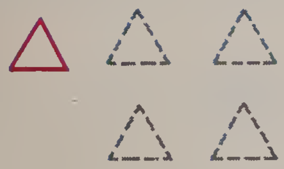
____ and ____



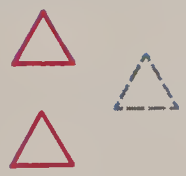
____ and ____



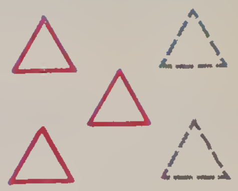
____ and ____



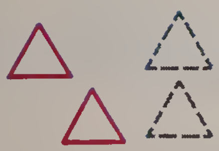
____ and ____



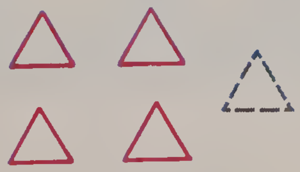
____ and ____



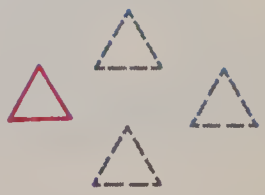
____ and ____



____ and ____

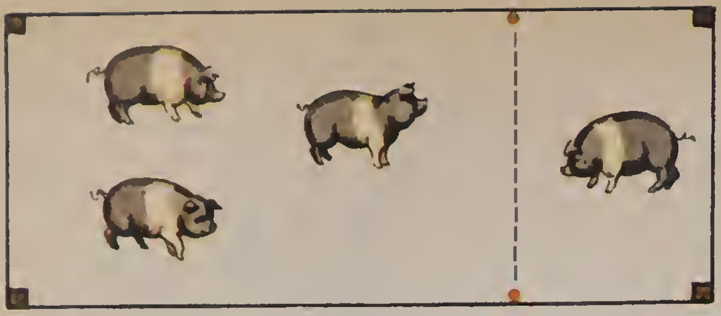


____ and ____



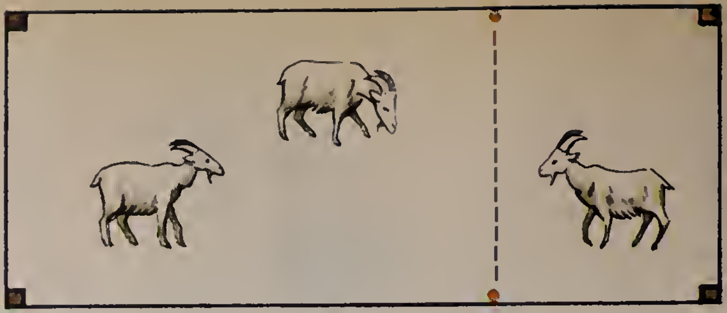
____ and ____

Sets, disjoint sets, number of members



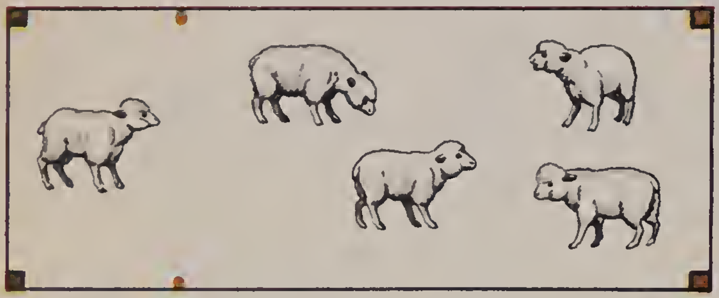
4 in all

3 and 1



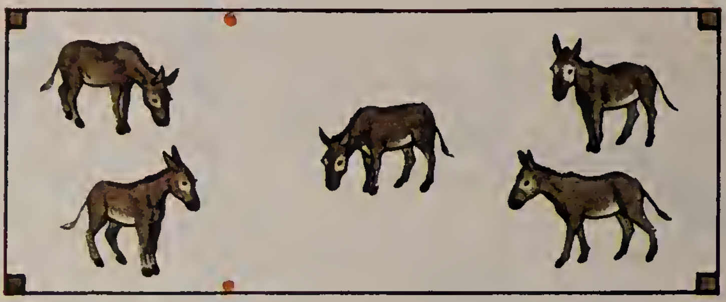
3 in all

___ and ___



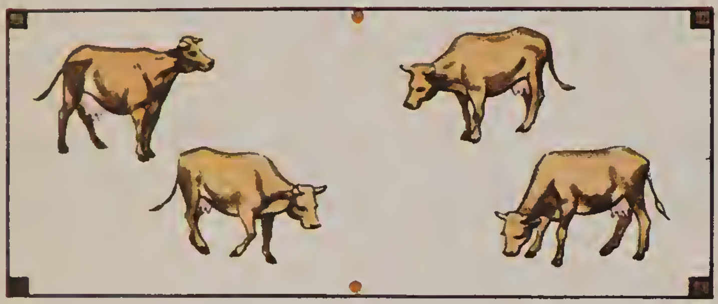
5 in all

___ and ___



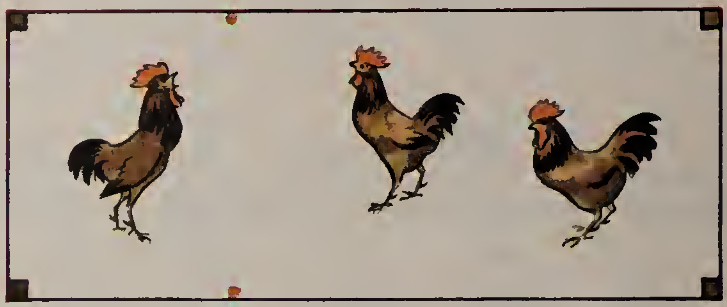
___ in all

___ and ___



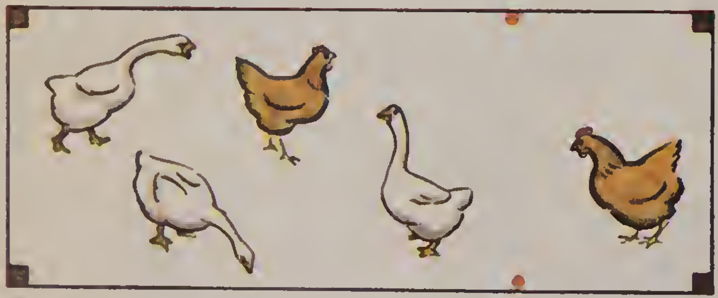
___ in all

___ and ___



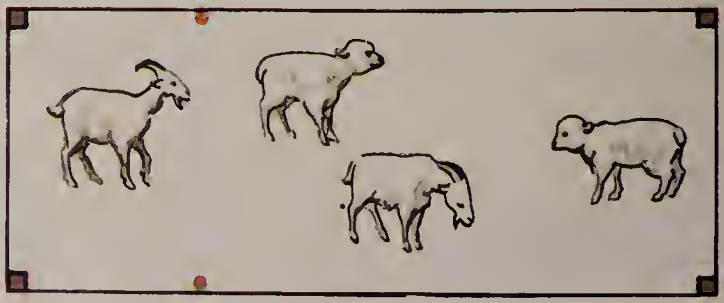
___ in all

___ and ___



___ in all

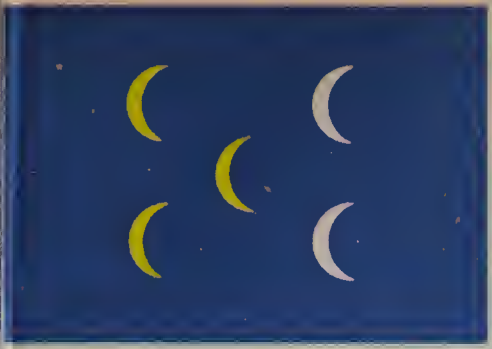
___ and ___



___ in all

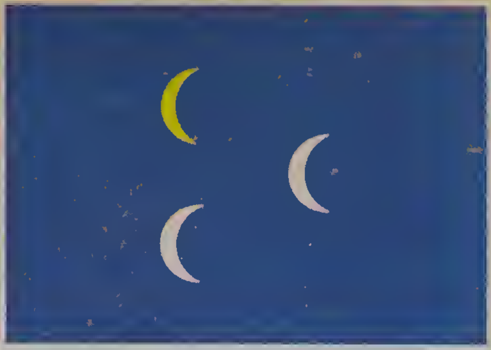
___ and ___

Sets, disjoint sets, number of members



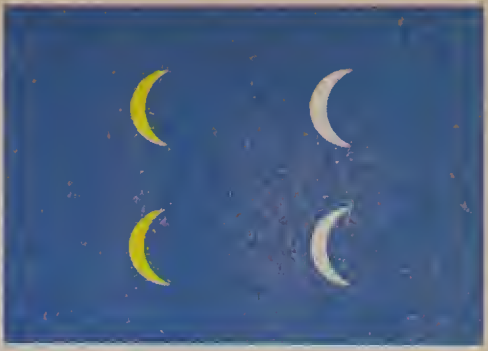
5 in all

3 and 2



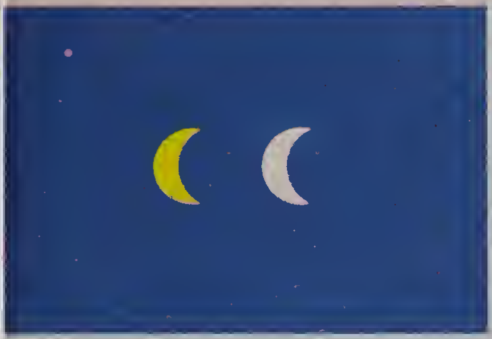
____ in all

____ and ____



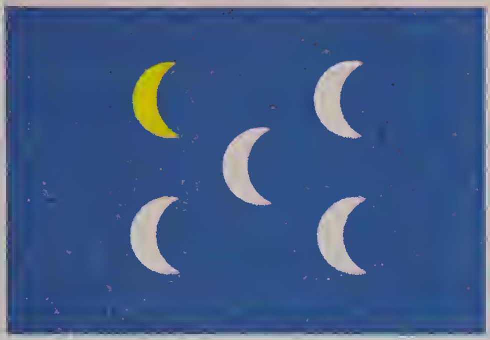
____ in all

____ and ____



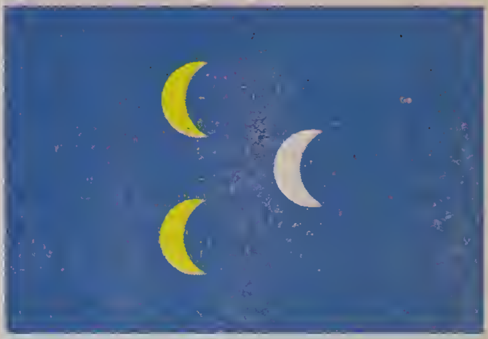
____ in all

____ and ____



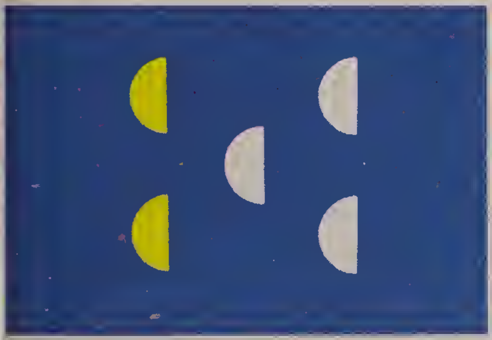
____ in all

____ and ____



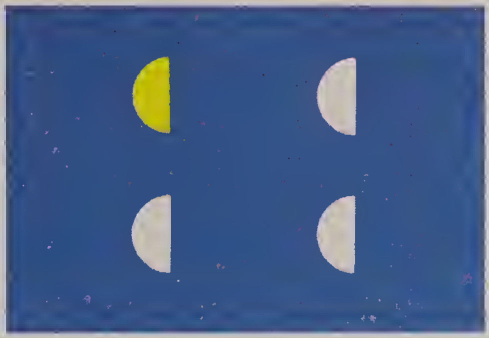
____ in all

____ and ____



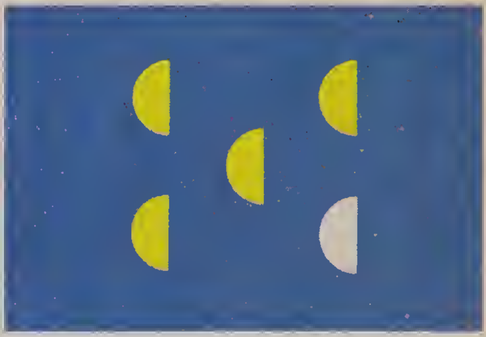
____ in all

____ and ____



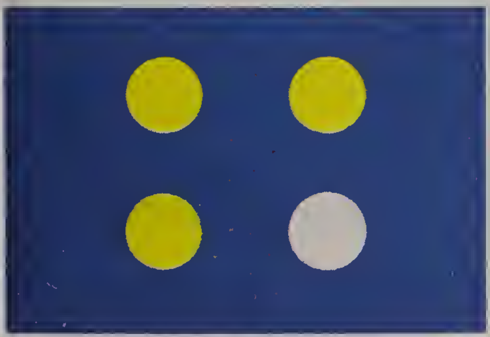
____ in all

____ and ____



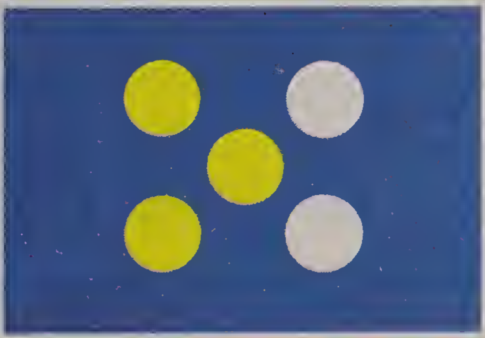
____ in all

____ and ____



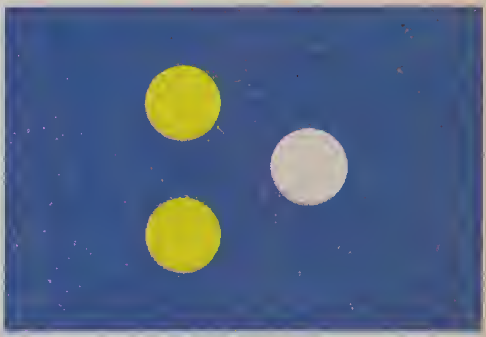
____ in all

____ and ____



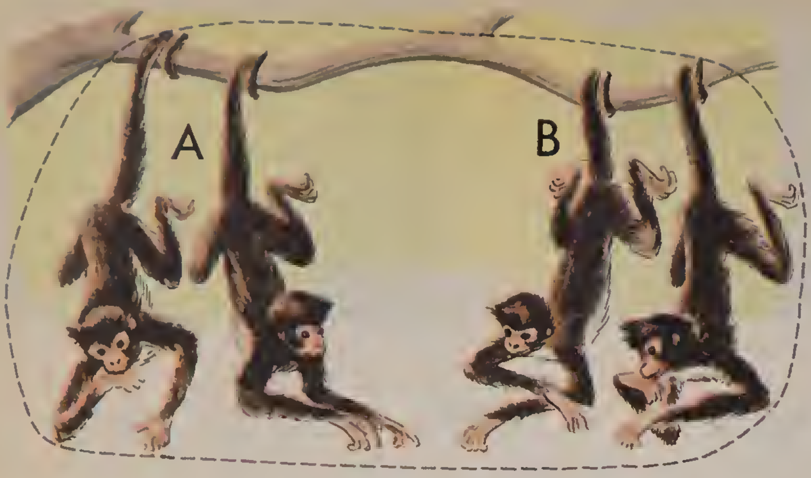
____ in all

____ and ____



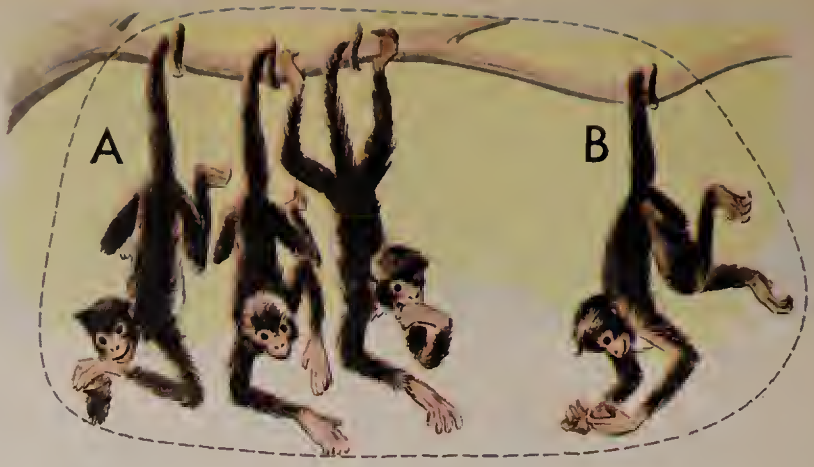
____ in all

____ and ____



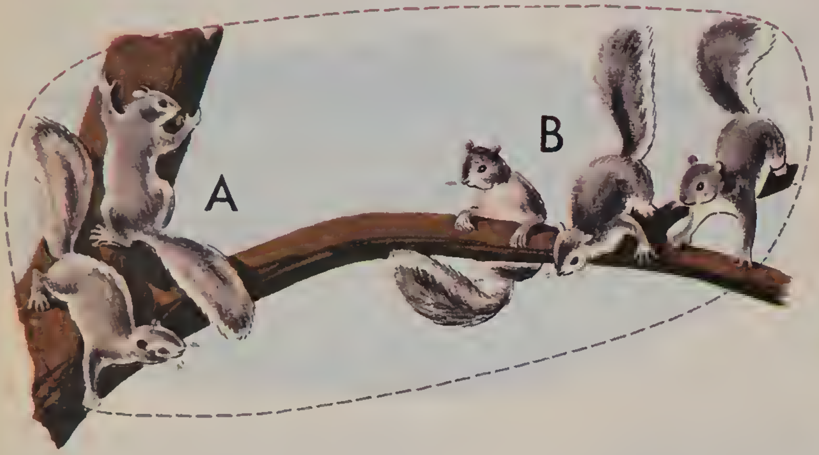
4 in all

2 in part A 2 in part B



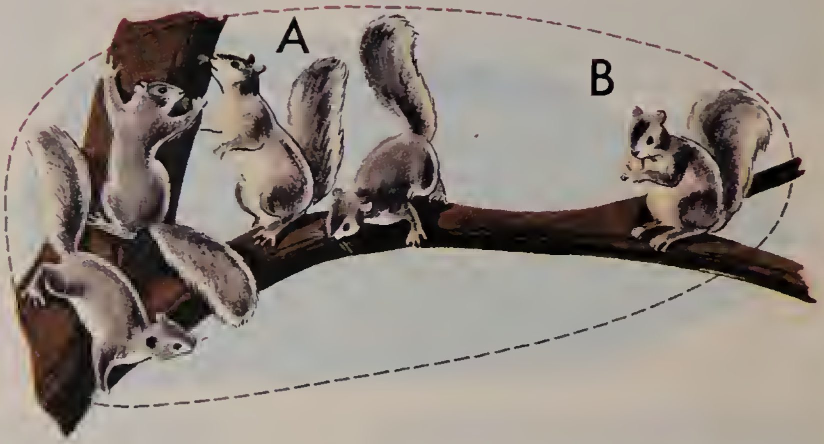
___ in all

___ in part A ___ in part B



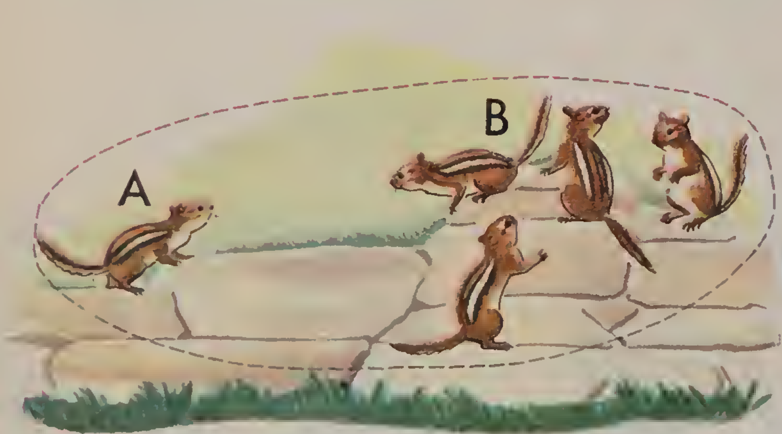
___ in all

___ in part A ___ in part B



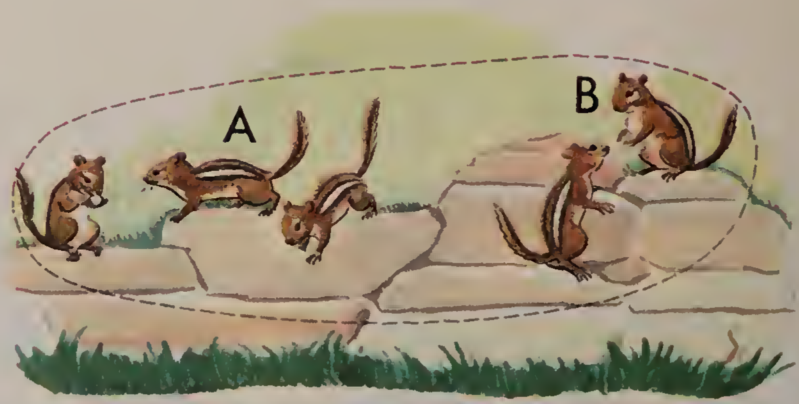
___ in all

___ in part A ___ in part B



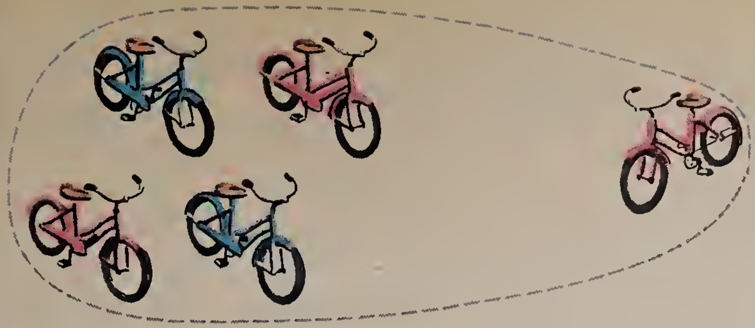
___ in all

___ in part A ___ in part B



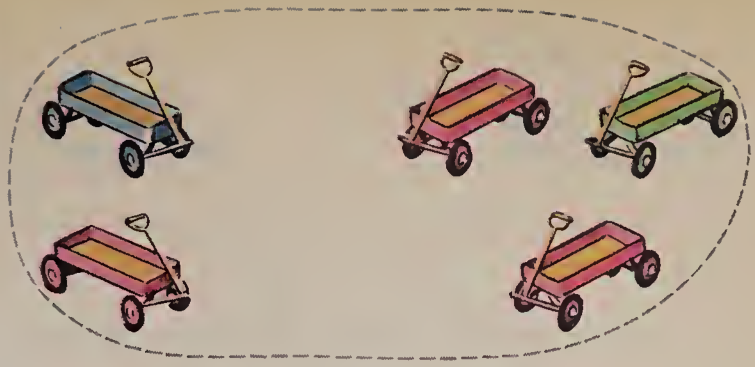
___ in all

___ in part A ___ in part B



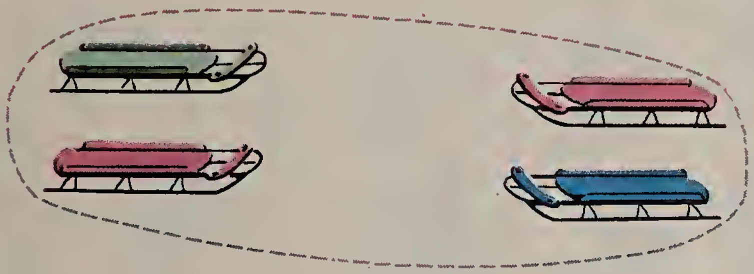
5 in all

4 and 1



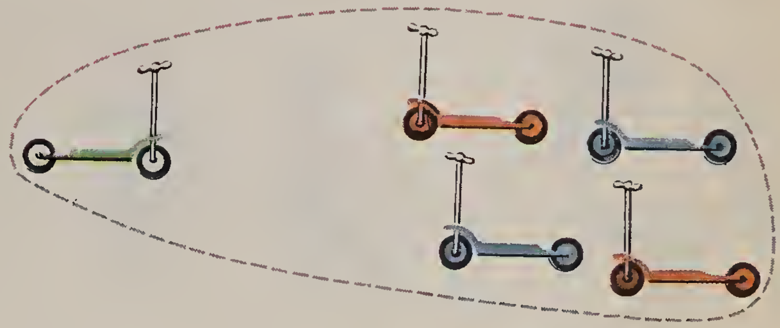
___ in all

___ and ___



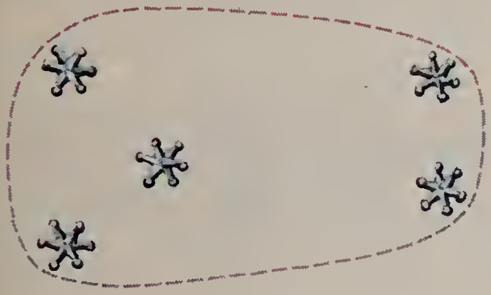
___ in all

___ and ___



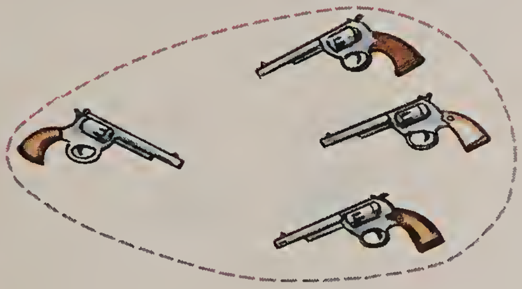
___ in all

___ and ___



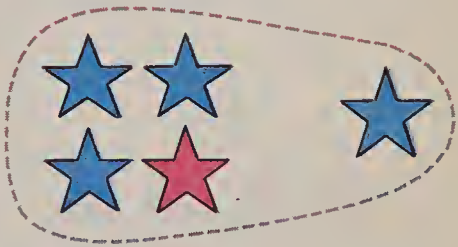
___ in all

___ and ___



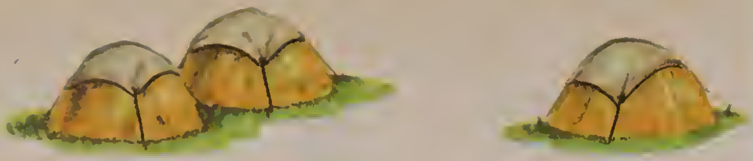
___ in all

___ and ___



___ in all

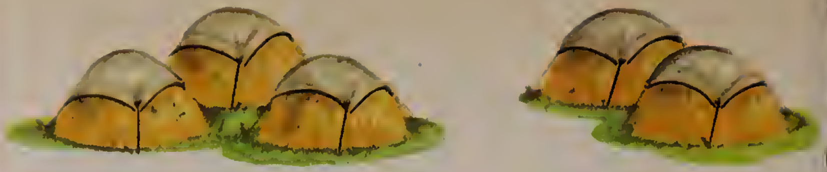
___ and ___



3 in all

2 and 1

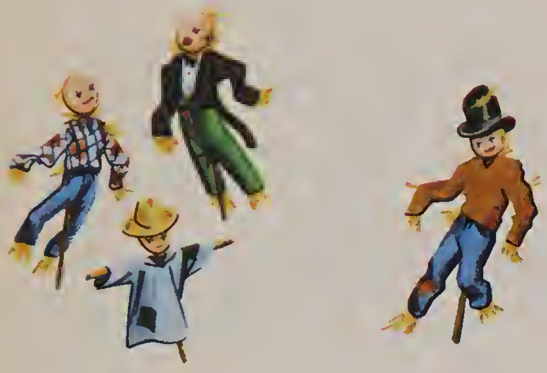
1 and ___



___ in all

___ and ___

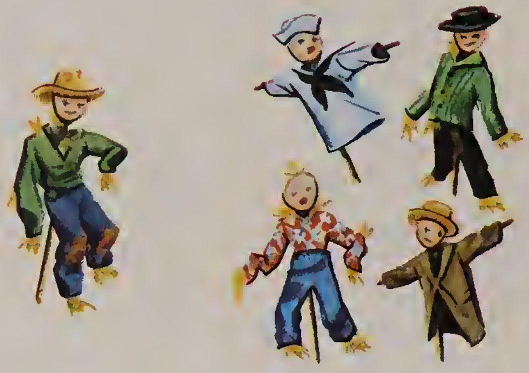
___ and ___



___ in all

___ and ___

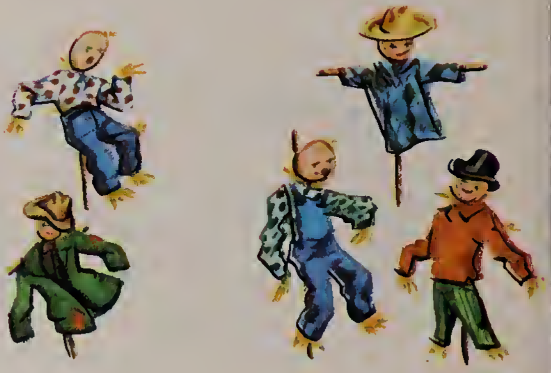
___ and ___



___ in all

___ and ___

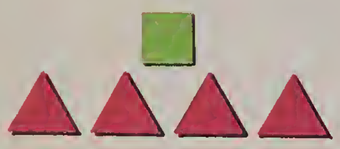
___ and ___



___ in all

___ and ___

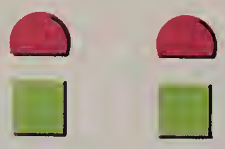
___ and ___



___ in all

___ and ___

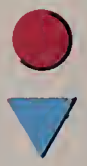
___ and ___



___ in all

___ and ___

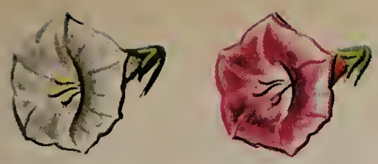
___ and ___



___ in all

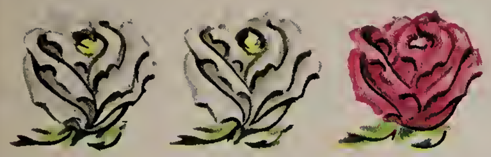
___ and ___

___ and ___



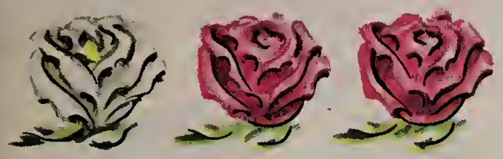
2

___ and ___ ___ and ___



3

___ and ___ ___ and ___



3

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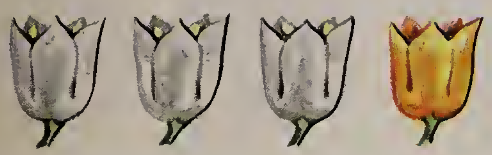
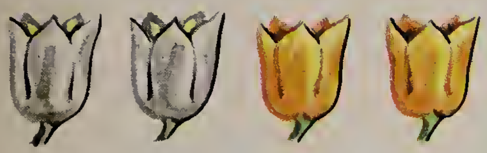


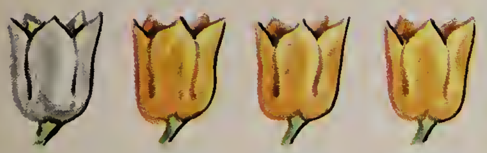
4

___ and ___ ___ and ___



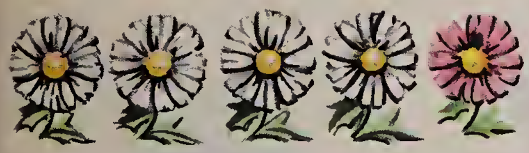
4

___ and ___ ___ and ___



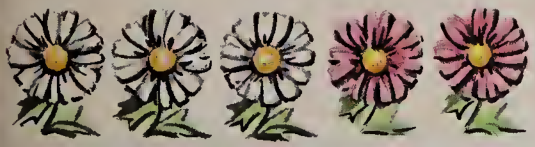
4

___ and ___ ___ and ___



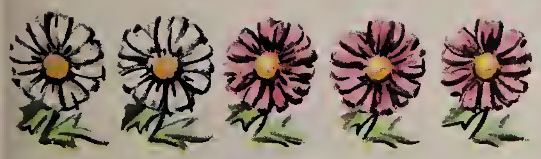
5

___ and ___ ___ and ___



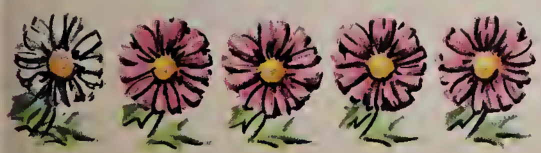
5

___ and ___ ___ and ___



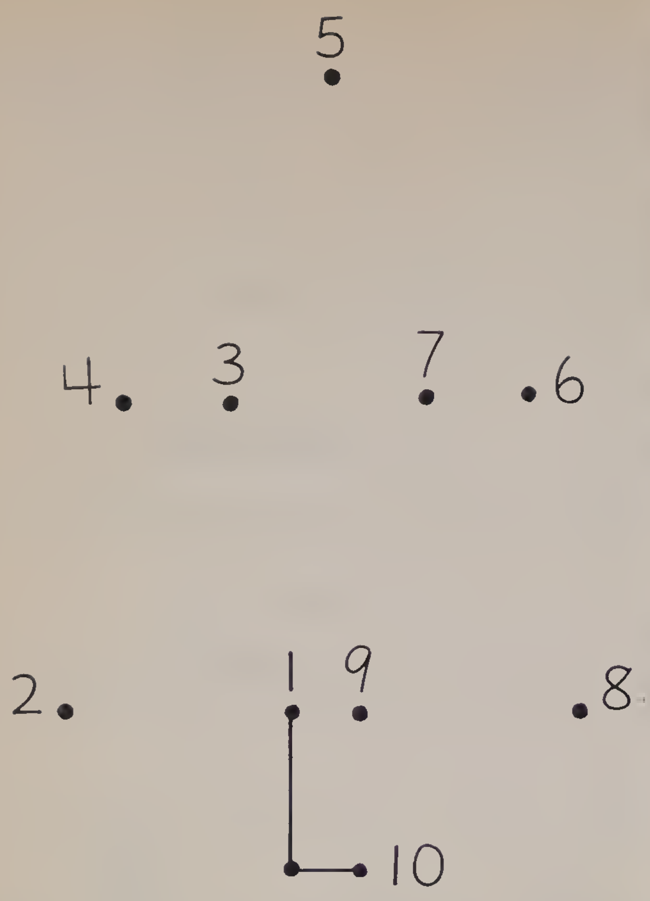
5

___ and ___ ___ and ___



5

___ and ___ ___ and ___


5
4
3
7
6
2
1
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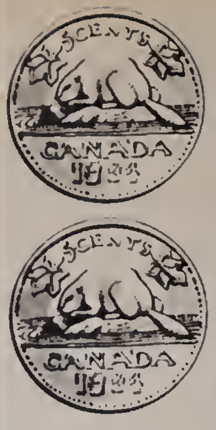
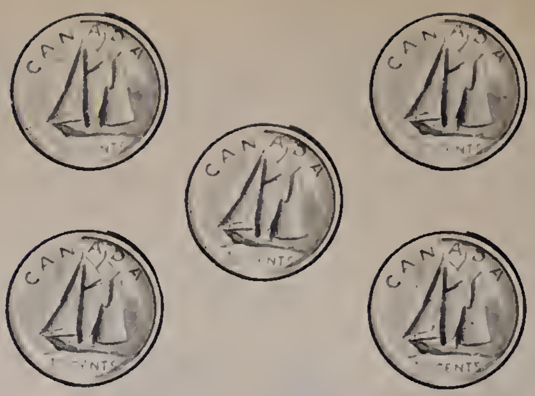
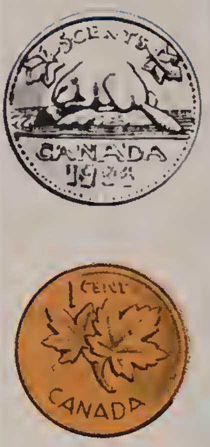
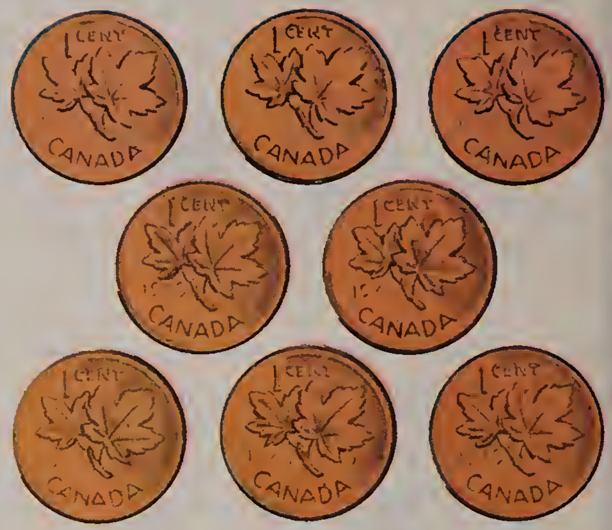
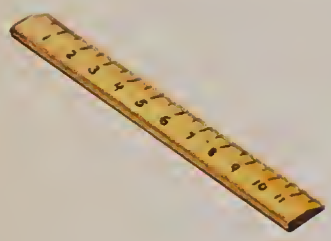
8
10

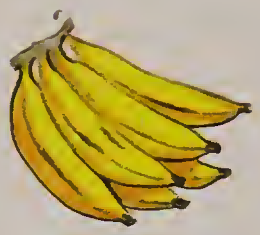

5 CENTS
CANADA

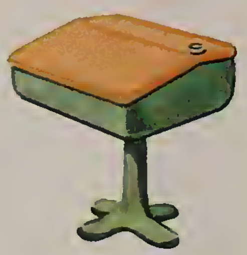

CANADA
CENTS

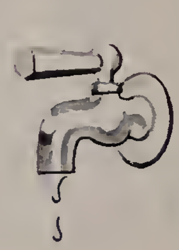

5 CENTS
CANADA
1 CENT
CANADA

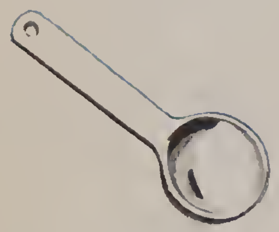

1 CENT
CANADA

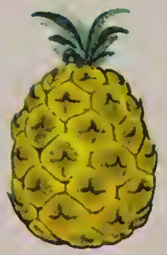


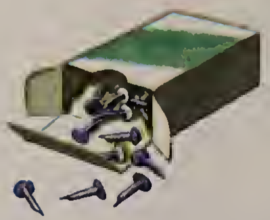


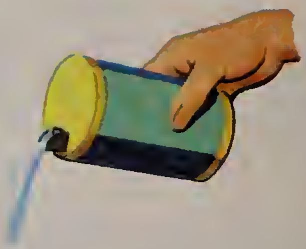


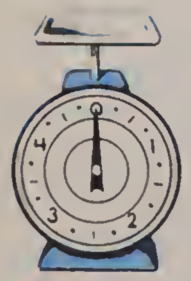


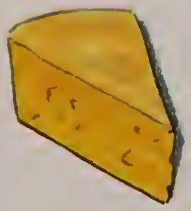


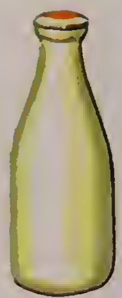


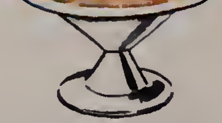




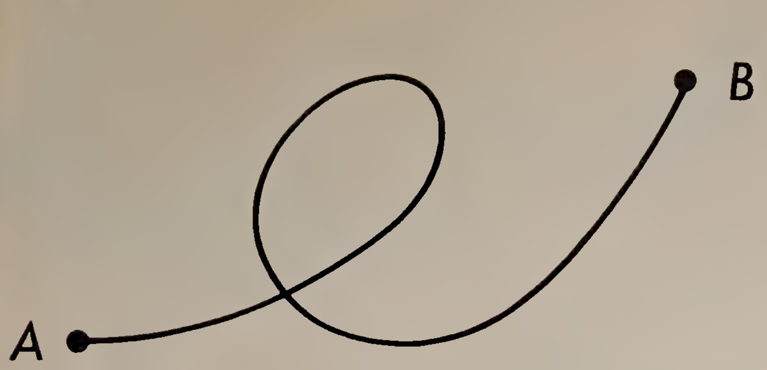


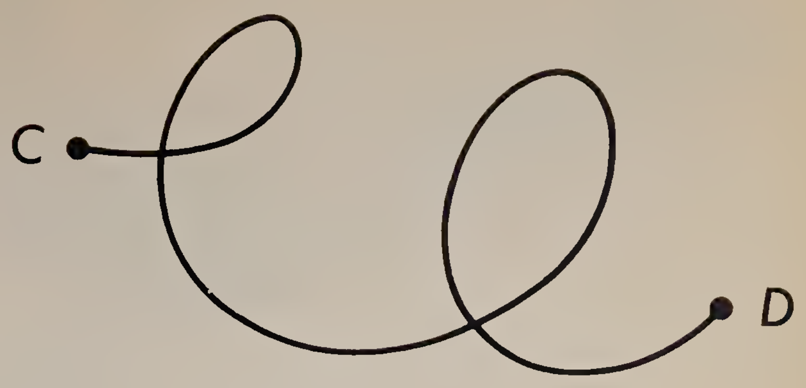


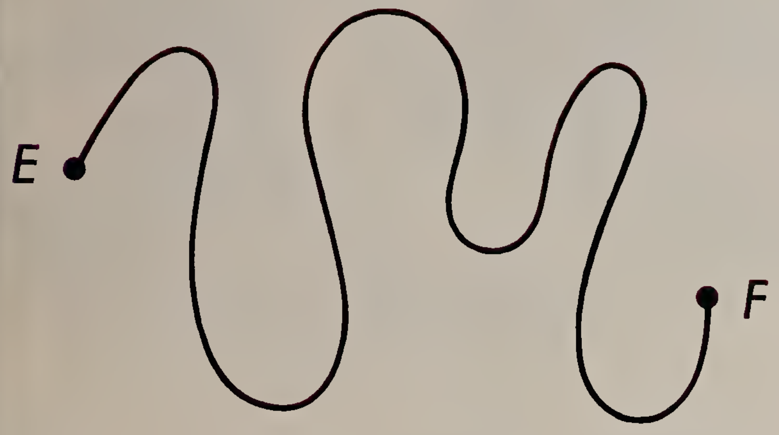


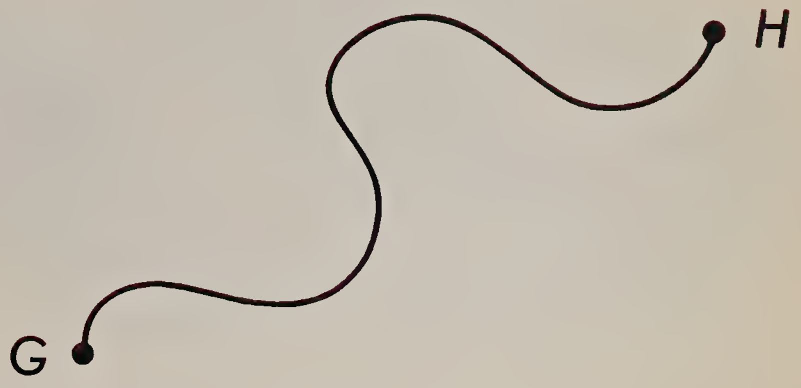


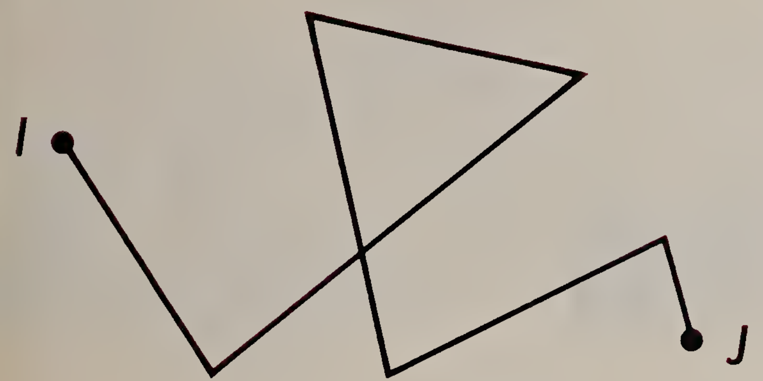
Review: serial order, coins, measuring instruments

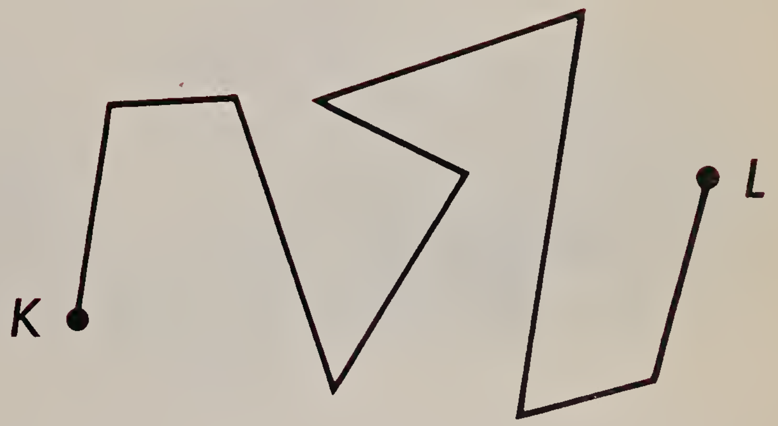

A
B

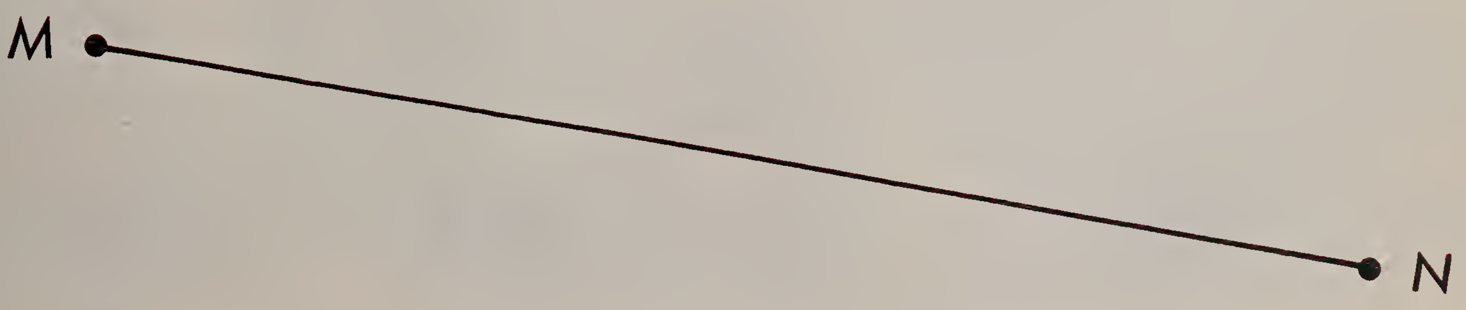

C
D

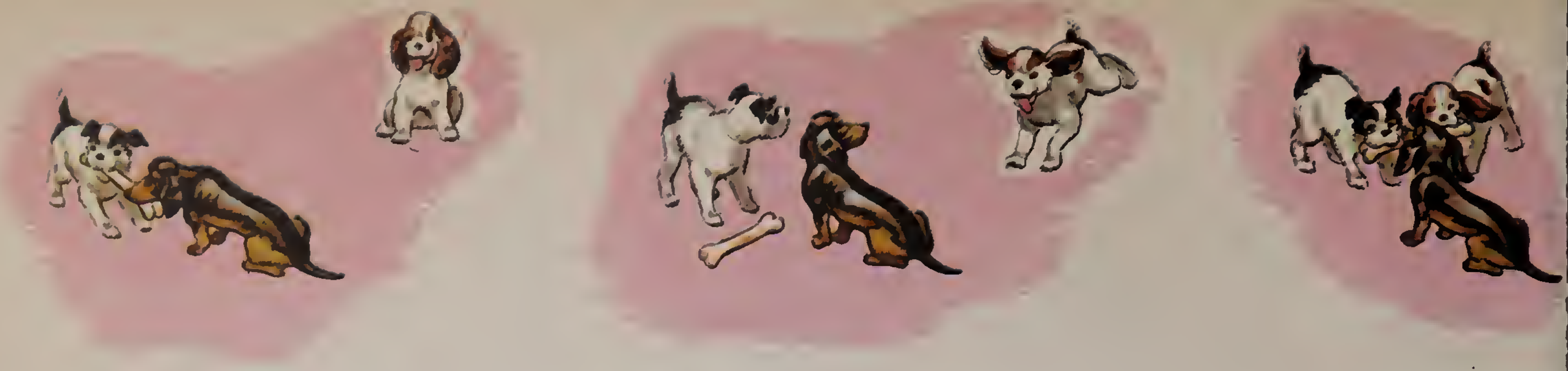

E
F


G
H

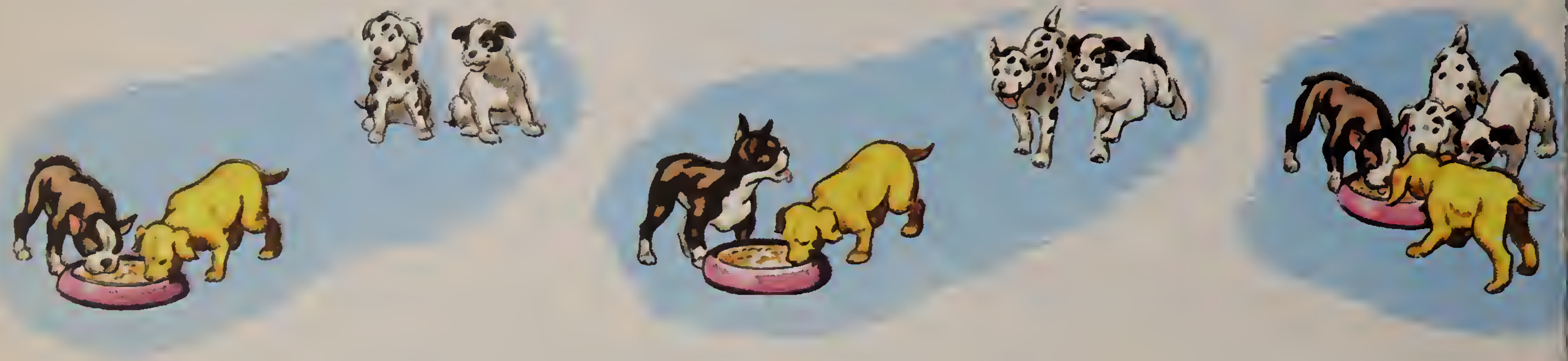

I
J


K
L

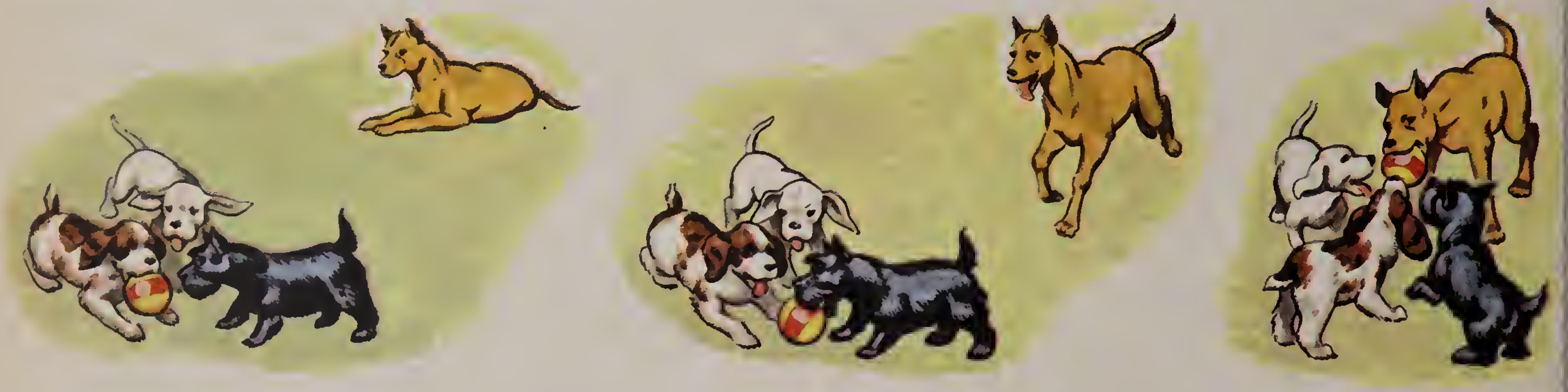

M
N



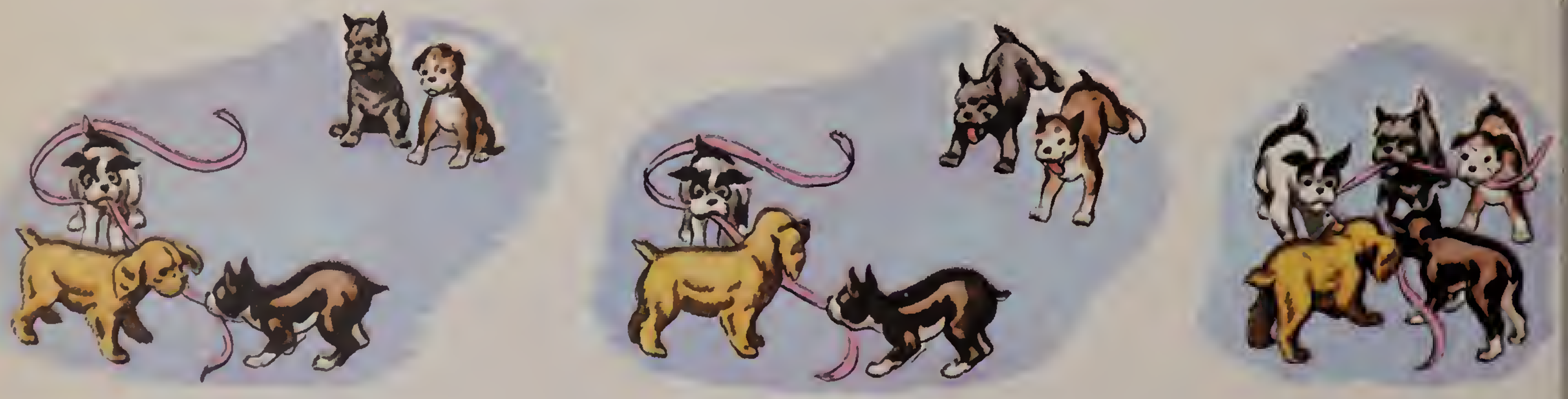
2 dogs and 1 dog 3 dogs



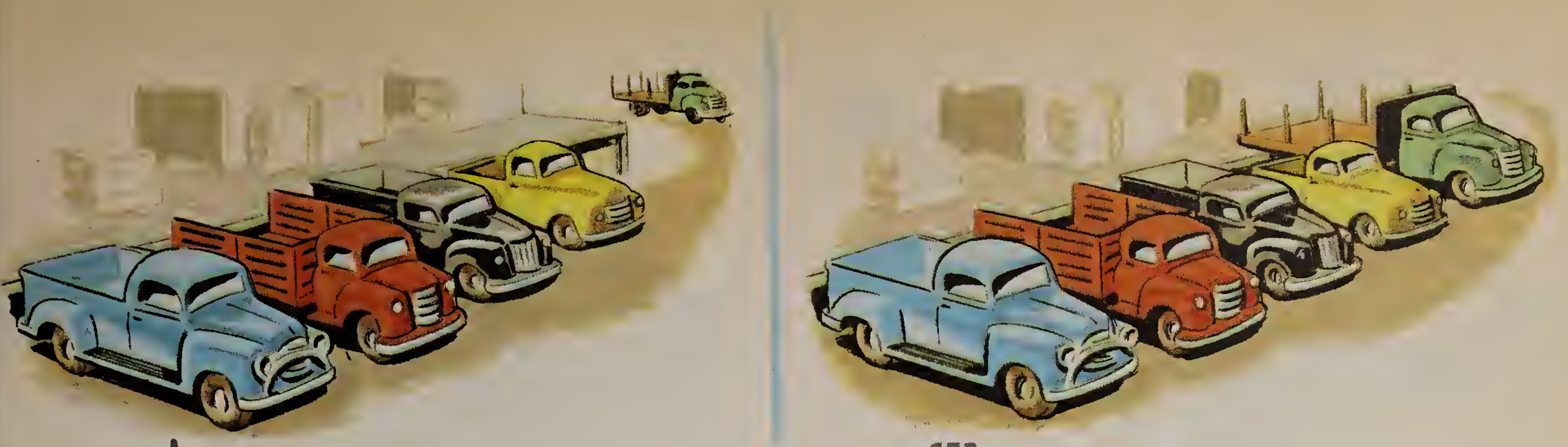
___ dogs and ___ dogs ___ dogs



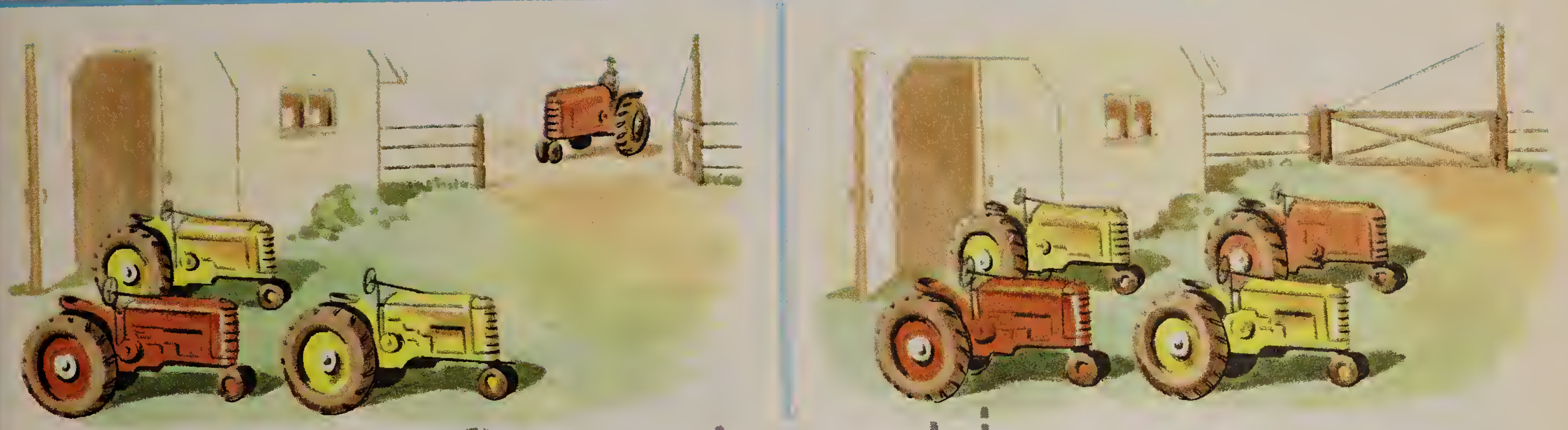
___ dogs and ___ dogs ___ dogs



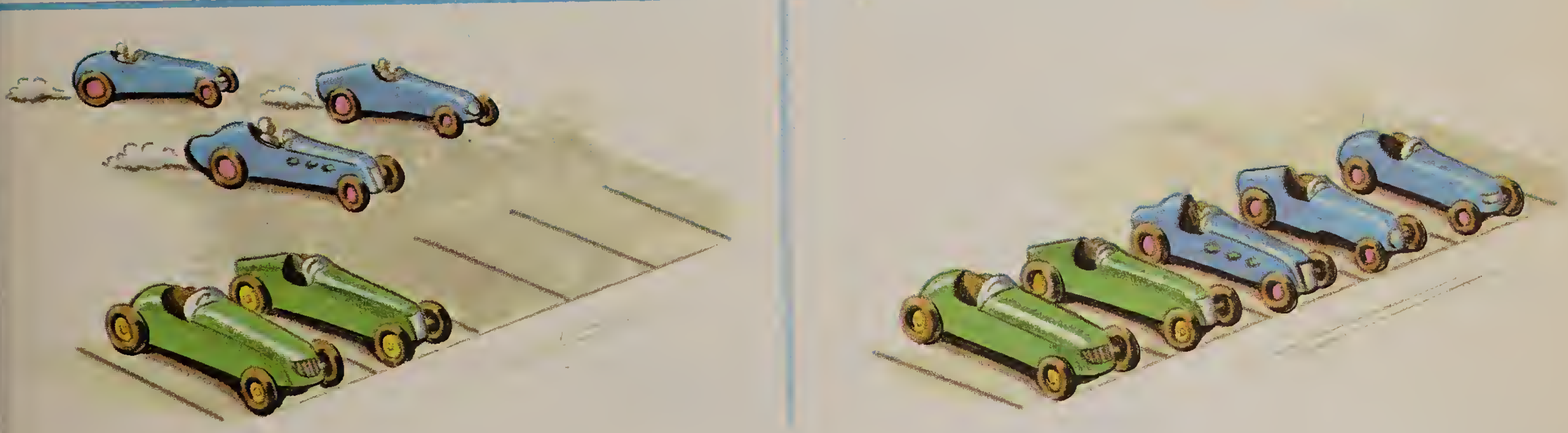
___ dogs and ___ dog ___ dogs



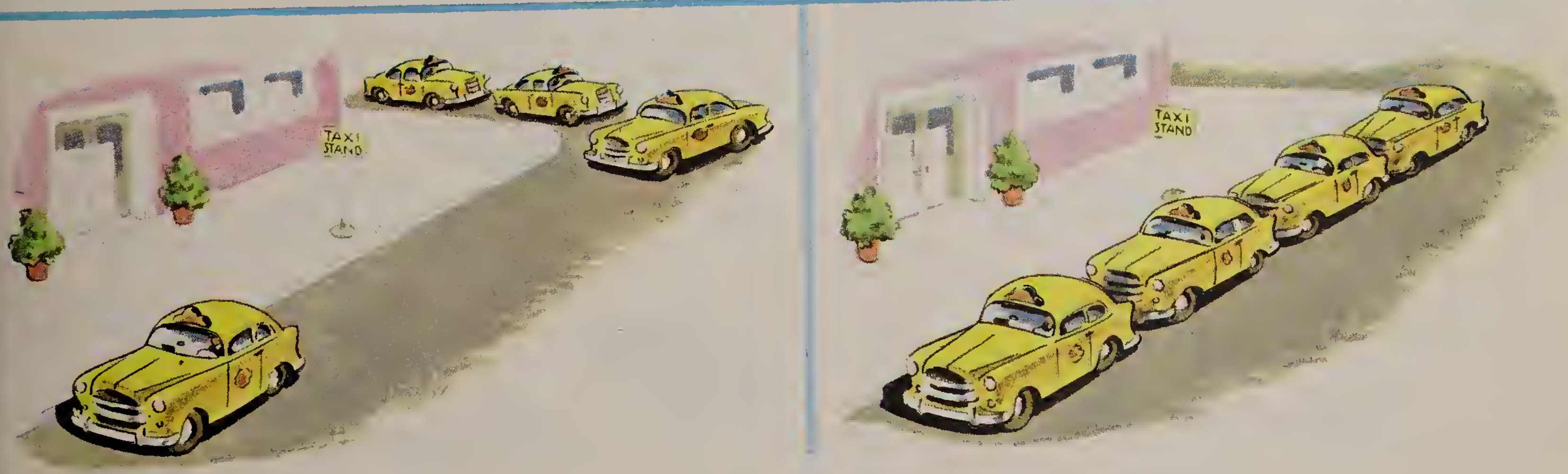
4 trucks and 1 truck are 5 trucks.



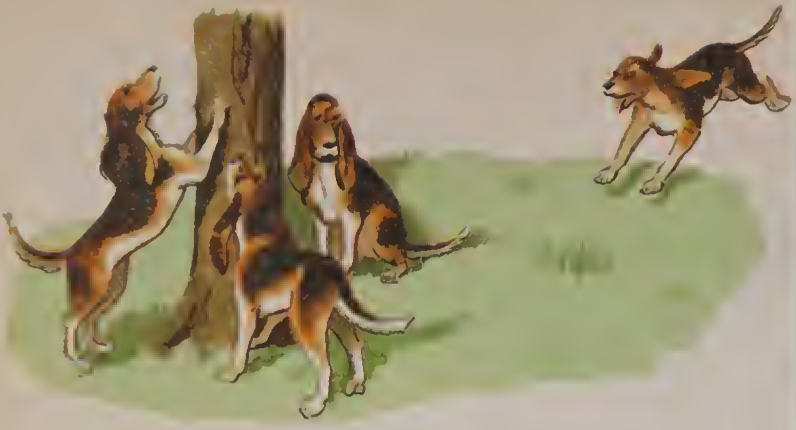
3 and 1 are 4.



___ and ___ are ___.

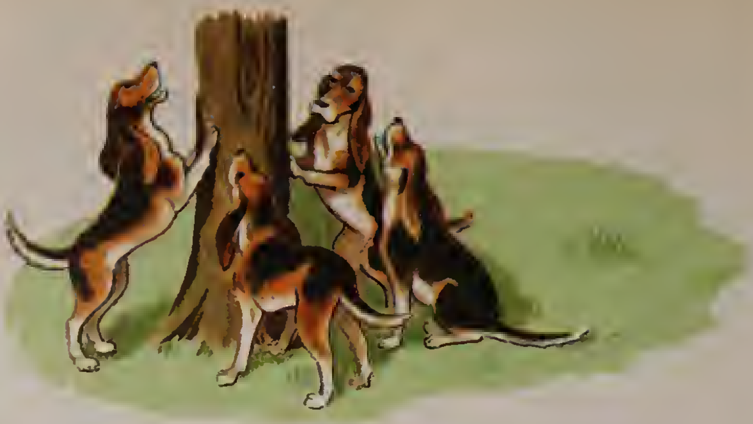

TAXI STAND
TAXI STAND

___ and ___ are ___.



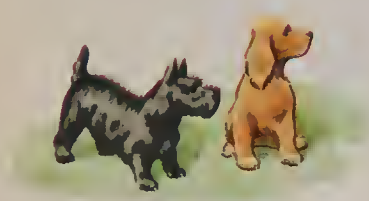
3 dogs

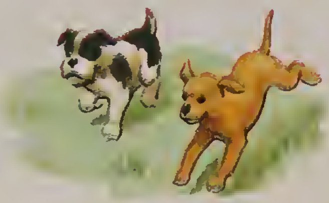
1 dog



How many dogs?

3 dogs and 1 dog are 4 dogs.



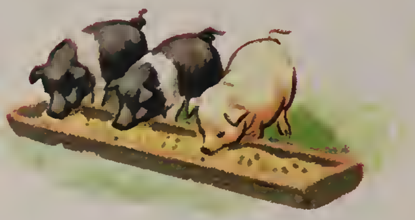


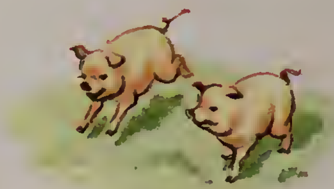
2 dogs

2 dogs

How many dogs?

2 and 2 are ___.



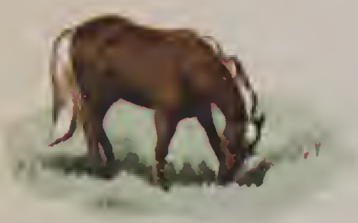


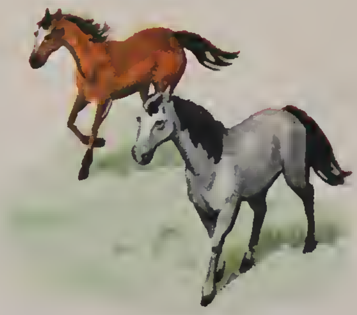
3

2

How many?

3 and 2 are ___.



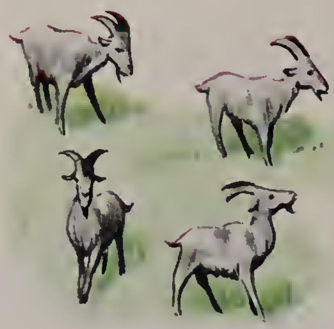


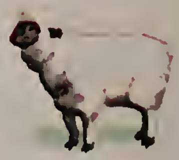
___

___

How many?

1 and ___ are ___.





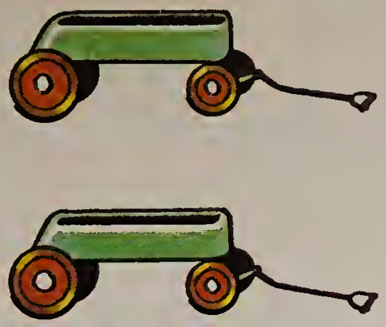
___

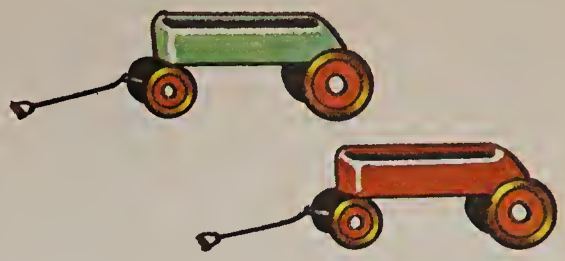
___

How many?

4 and ___ are ___.

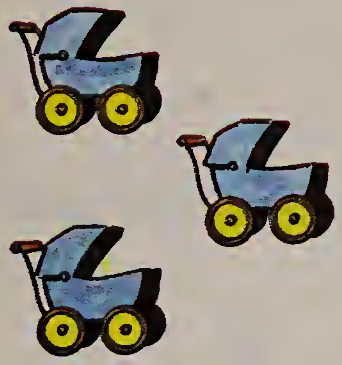
Number of members in union of two sets

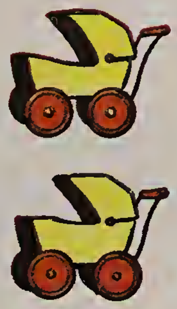




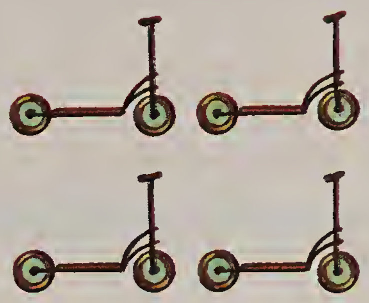
___ wagons and ___ wagons are ___ wagons.

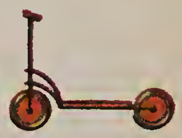
___ and ___ are ___.



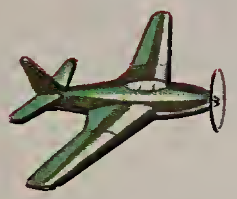


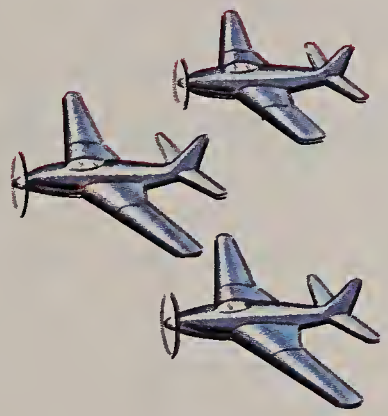
___ and ___ are ___.



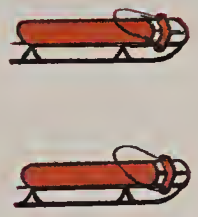


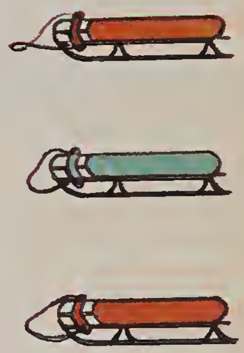
___ and ___ are ___.



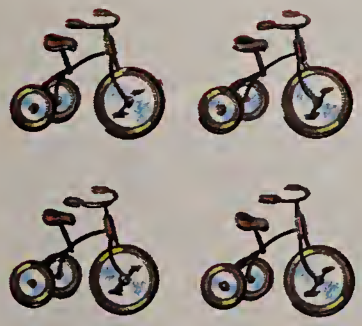


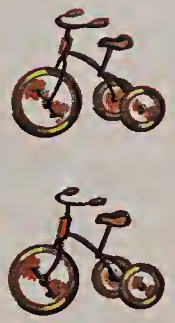
___ and ___ are ___.



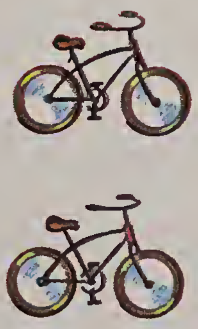


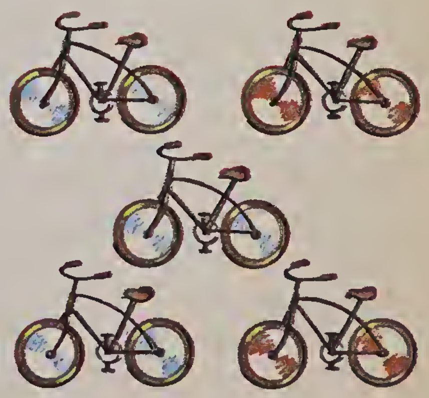
___ and ___ are ___.



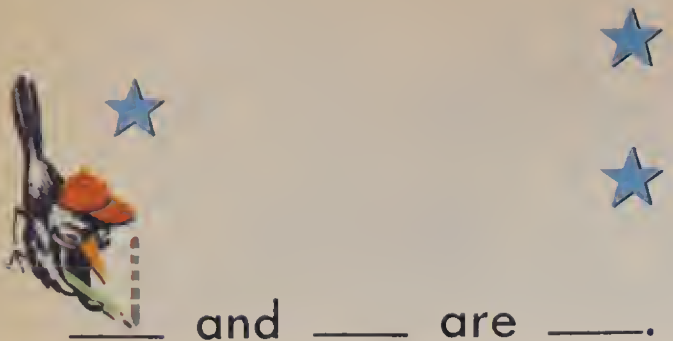


___ and ___ are ___.

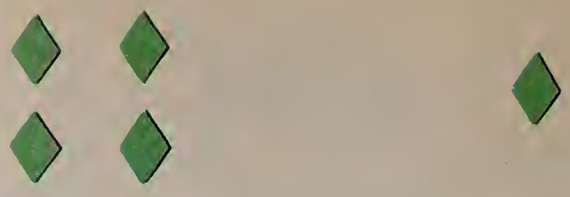




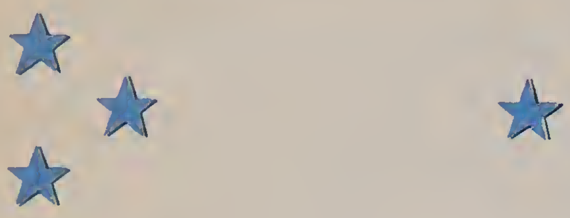
___ and ___ are ___.



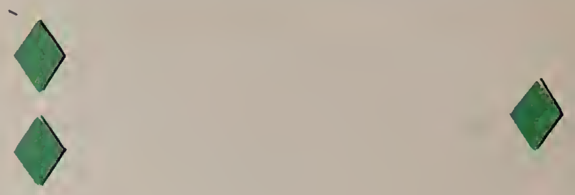
____ and ____ are ____.



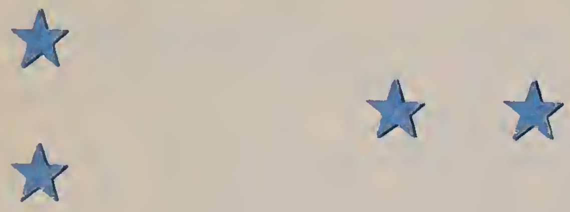
____ and ____ are ____.



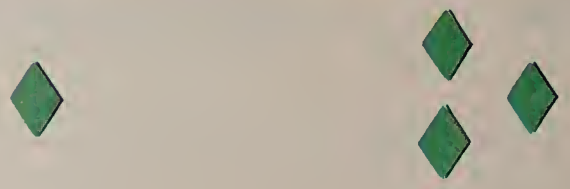
____ and ____ are ____.



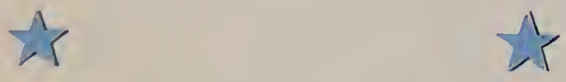
____ and ____ are ____.



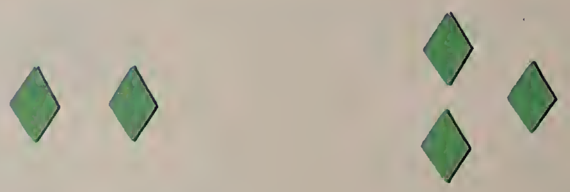
____ and ____ are ____.



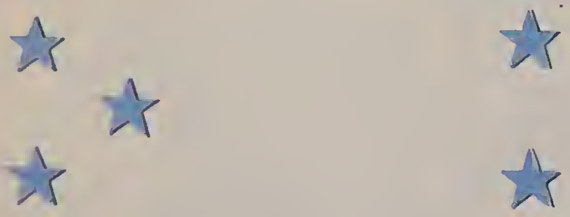
____ and ____ are ____.



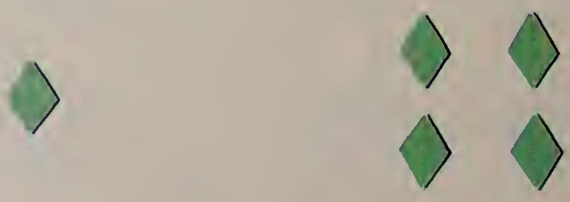
____ and ____ are ____.



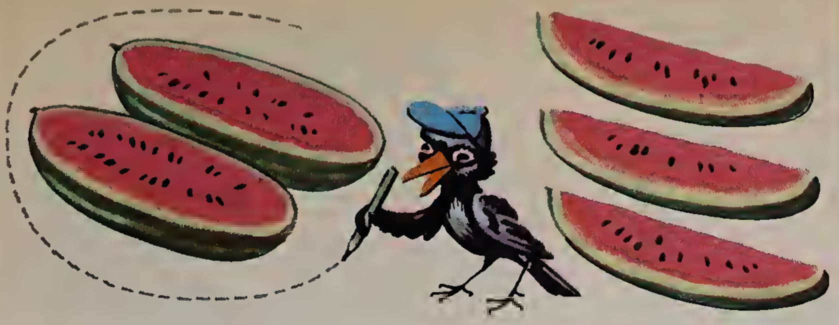
____ and ____ are ____.

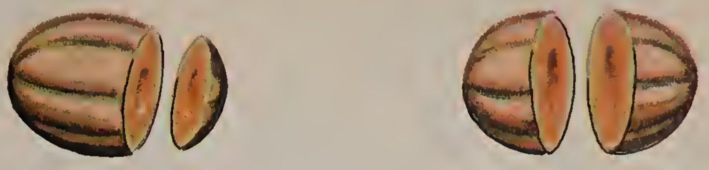


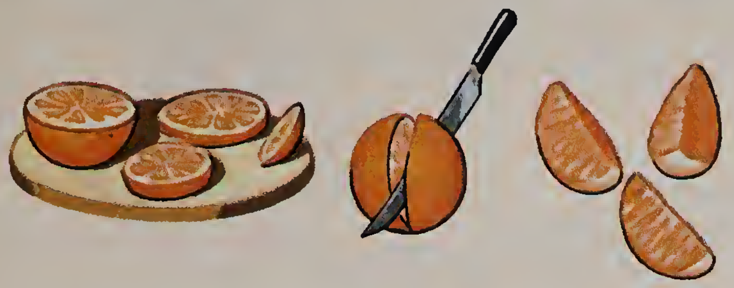
____ and ____ are ____.

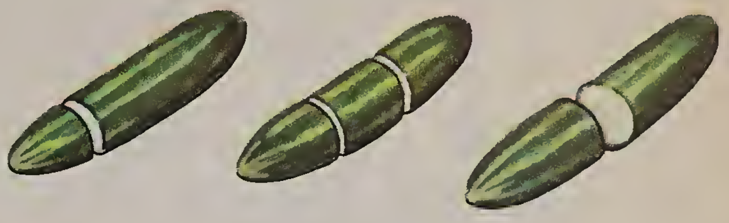


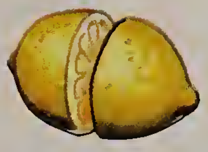
____ and ____ are ____.

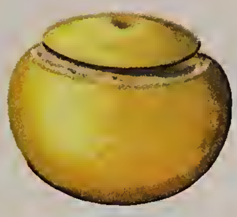


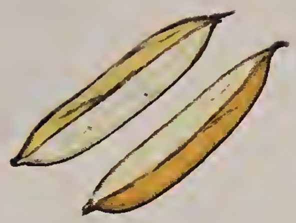


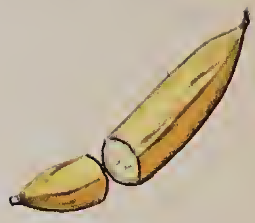


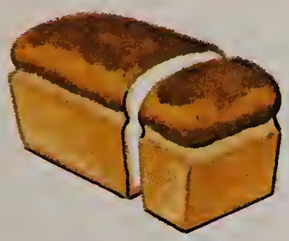


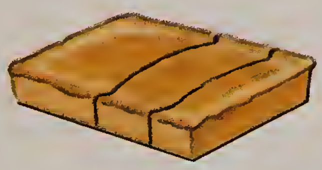


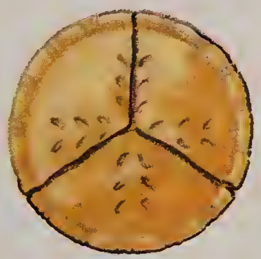


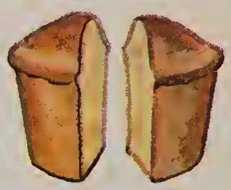


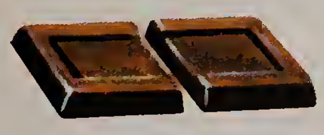


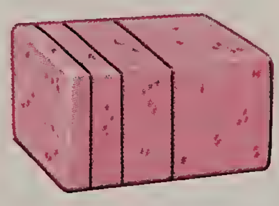


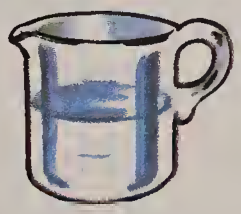


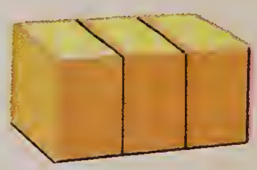


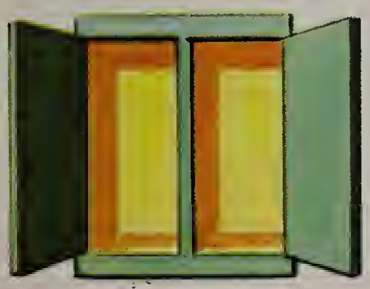


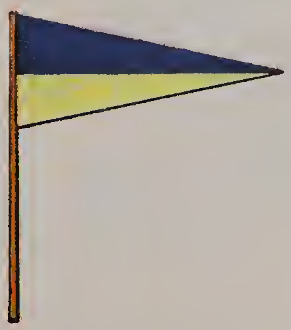


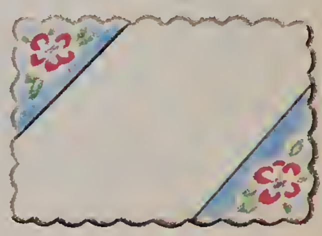




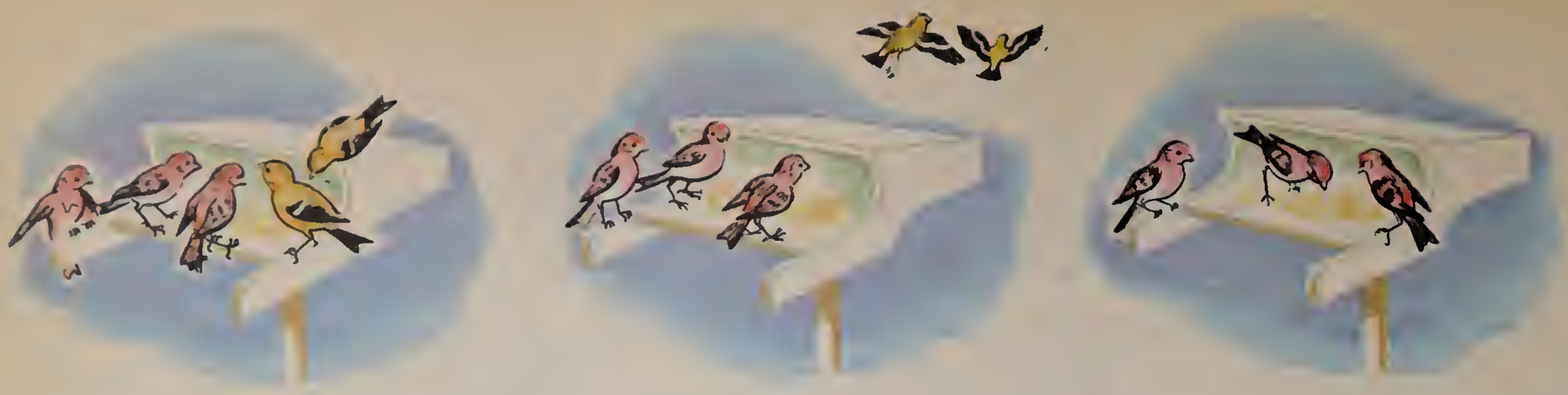




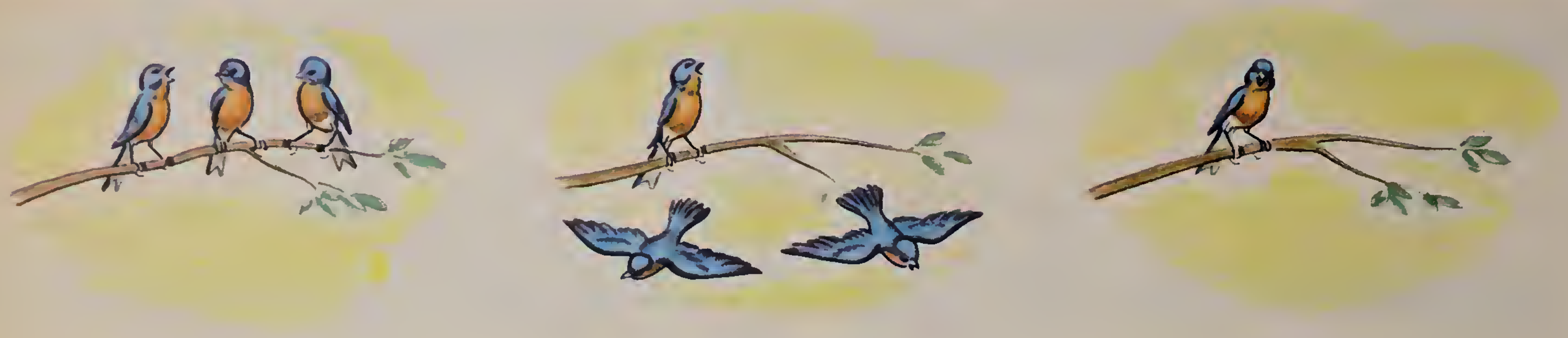




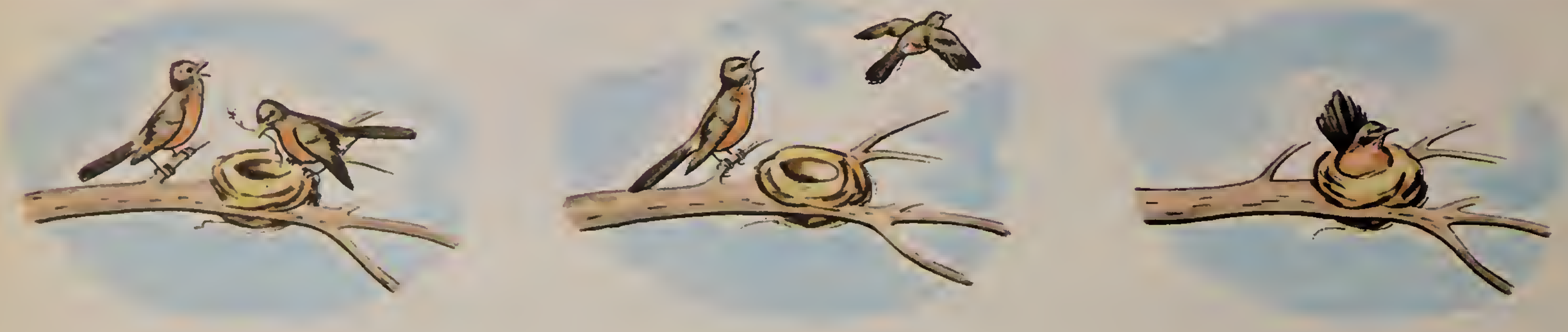
One half of single object



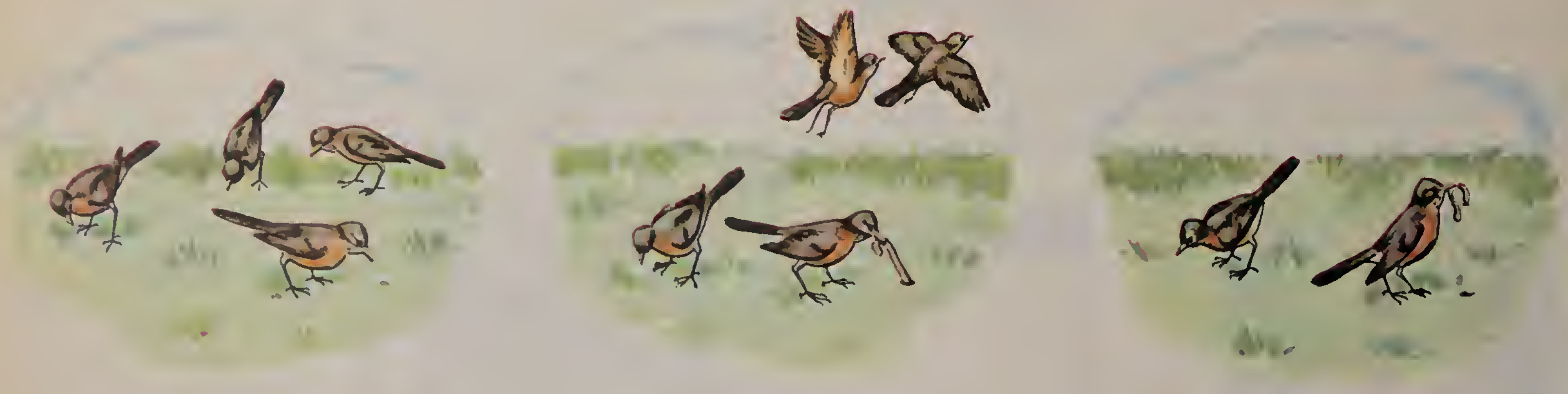
5 birds take away 2 birds 3 birds



___ birds take away ___ birds ___ bird

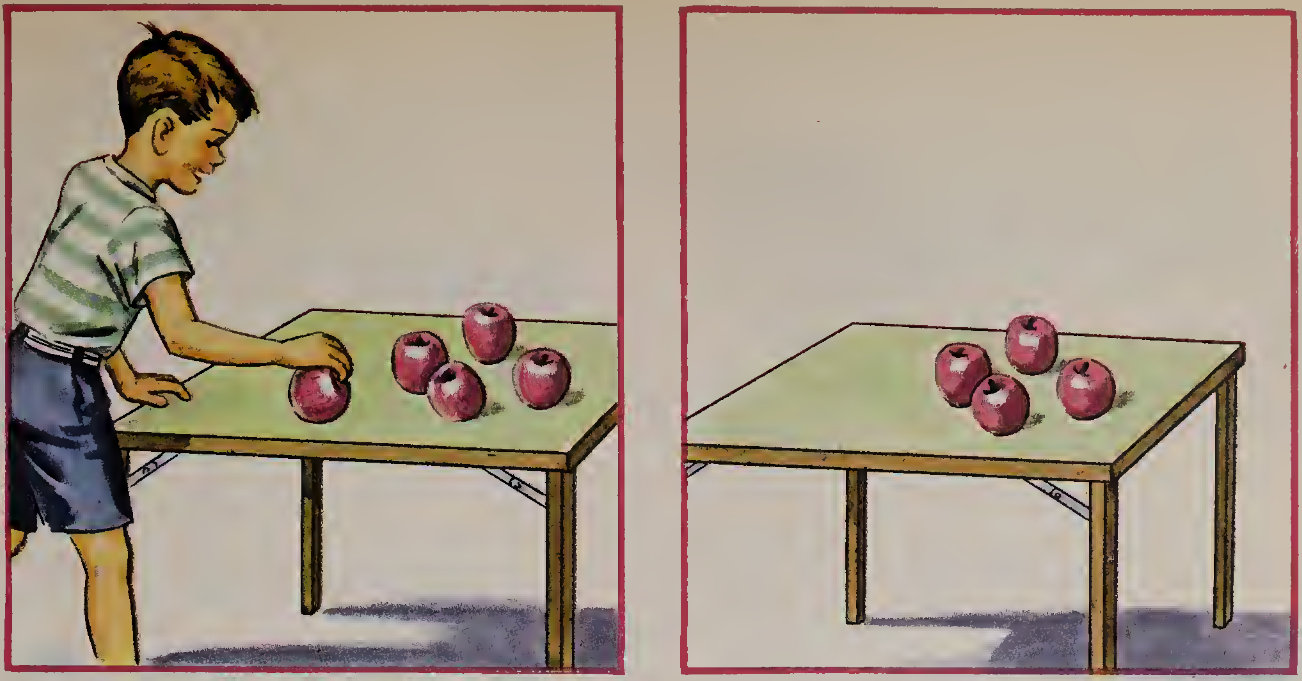


___ birds take away ___ bird ___ bird



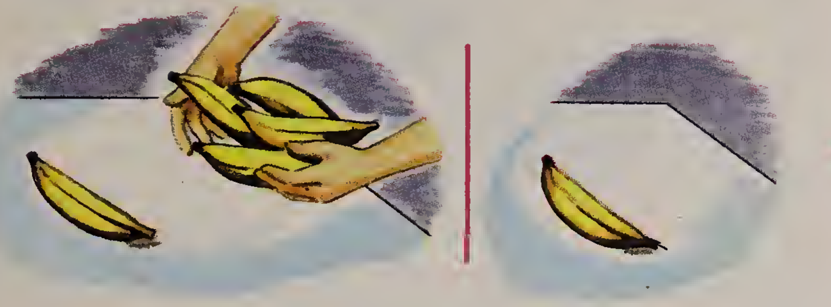
___ birds take away ___ birds ___ birds

Number of members in remaining set

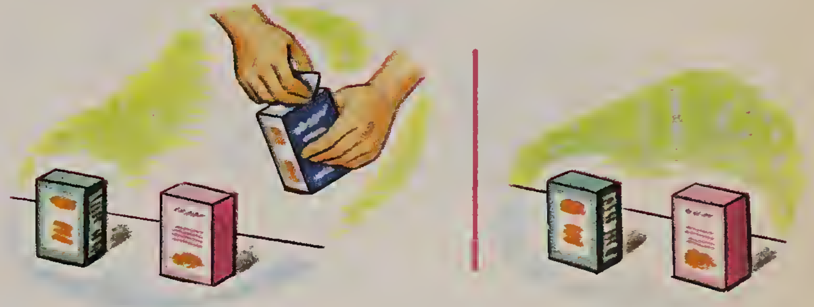


5 apples take away 1 apple is 4 apples.

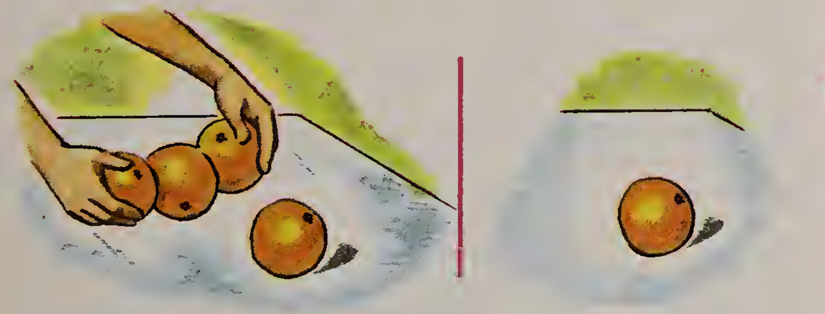
5 take away 1 is ___.



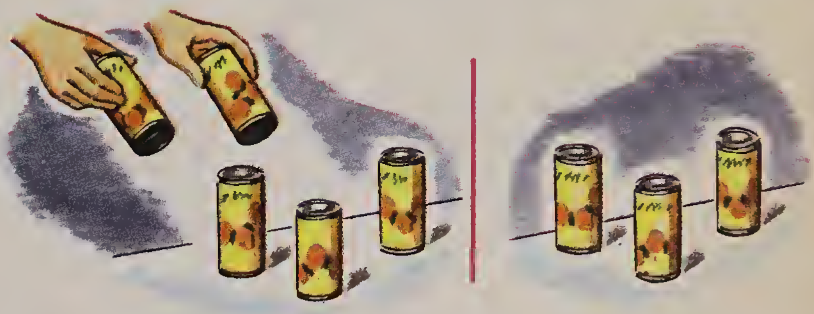
5 take away ___ is ___.



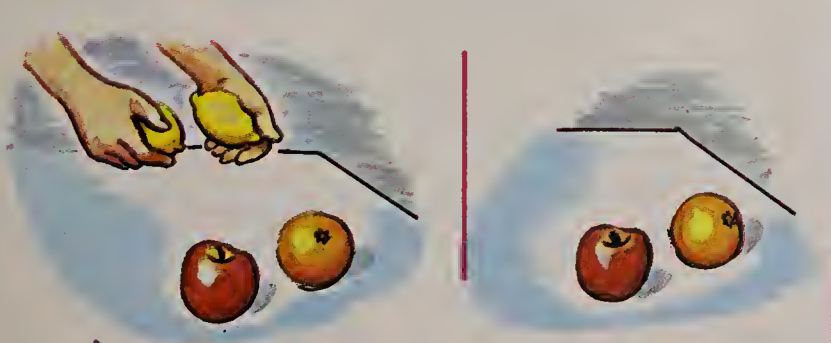
3 take away ___ is ___.



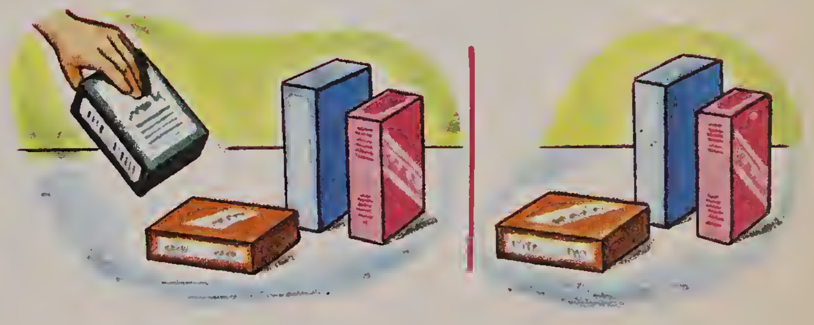
4 take away ___ is ___.



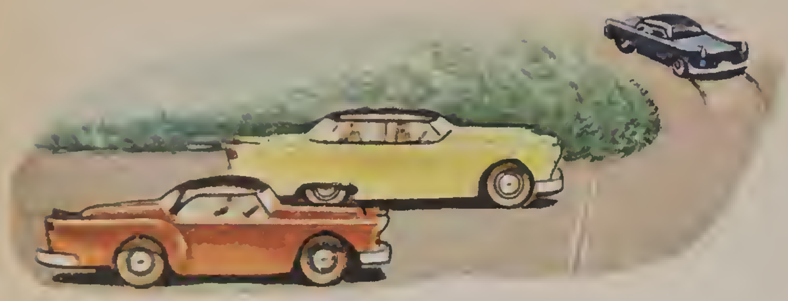
5 take away ___ is ___.

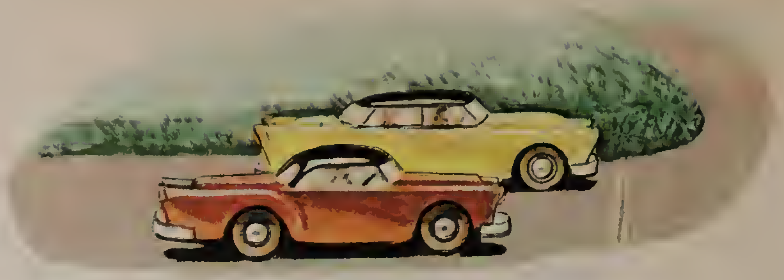


4 take away ___ is ___.



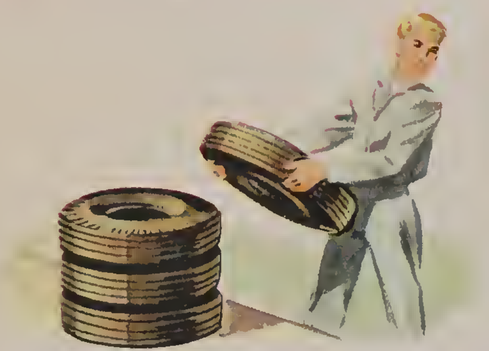
4 take away ___ is ___.





3 cars in all. Take away 1 car. How many are left?

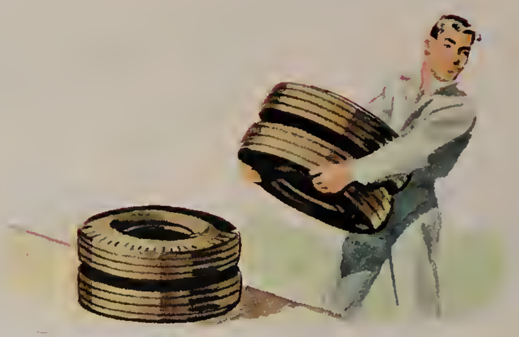
3 cars take away 1 car is 2 cars.



4 in all. Take away 1.

How many are left?

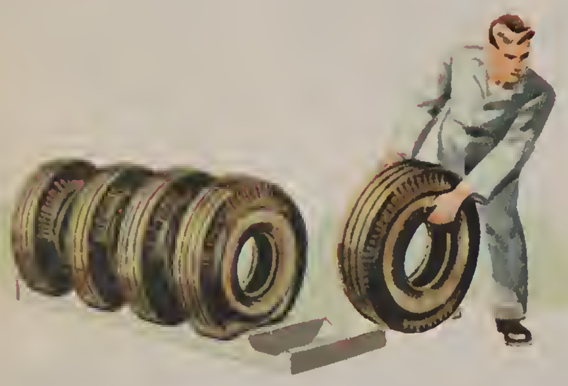
4 take away 1 is ___.



___ in all. Take away ___.

How many are left?

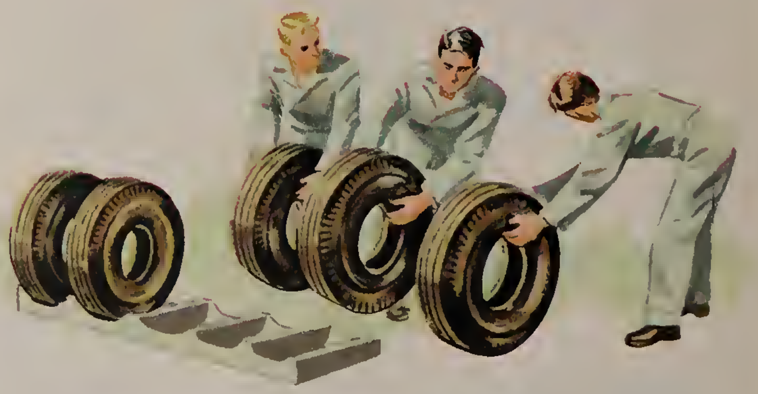
___ take away ___ is ___.



___ in all. Take away ___.

How many are left?

___ take away ___ is ___.

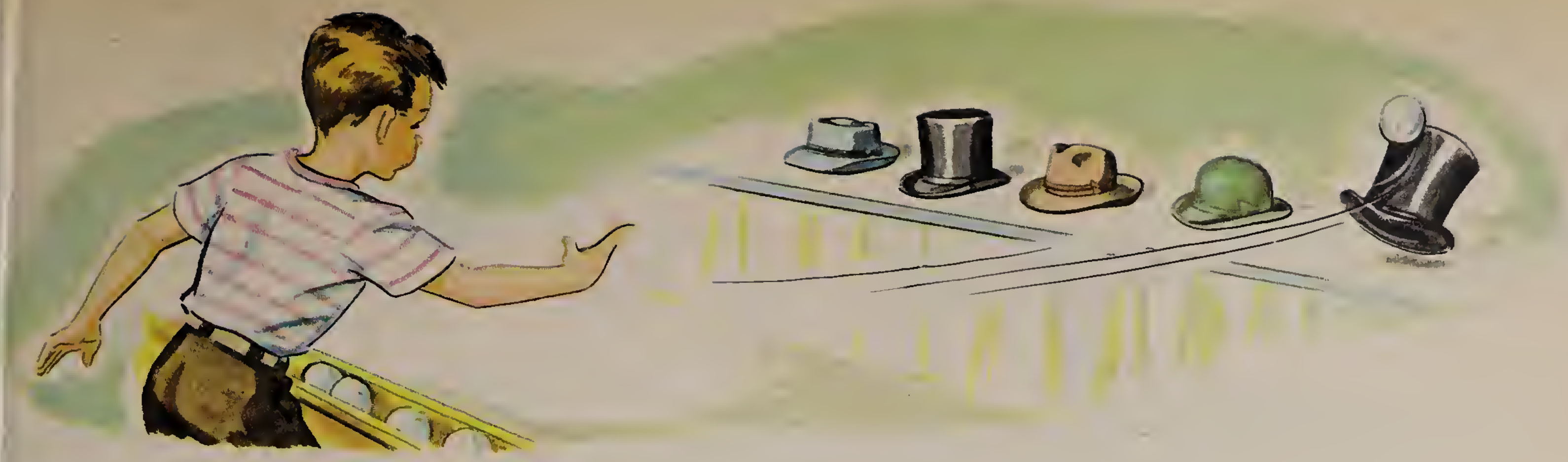


___ in all. Take away ___.

How many are left?

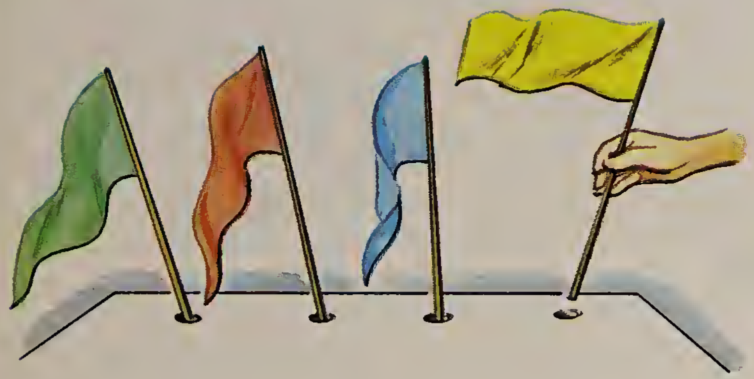
___ take away ___ is ___.

Number of members in remaining set

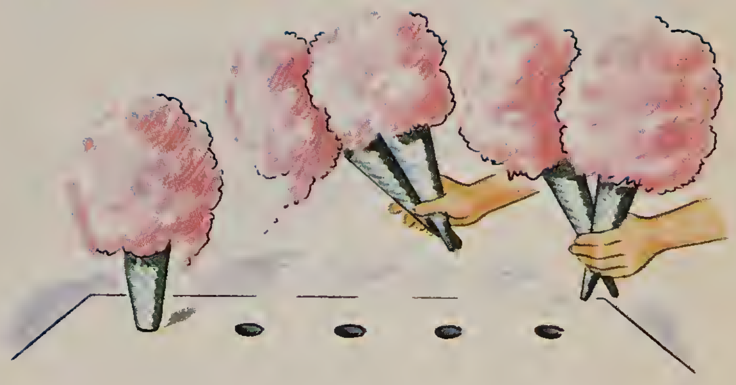


___ hats take away ___ hat is ___ hats.

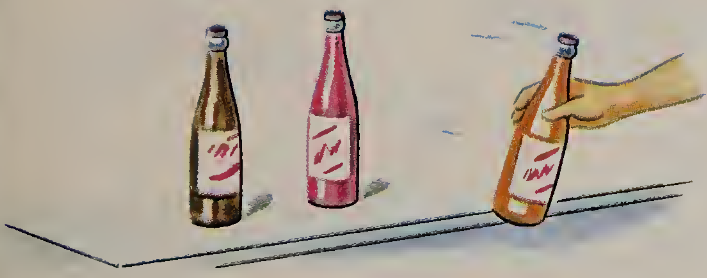
___ take away ___ is ___.



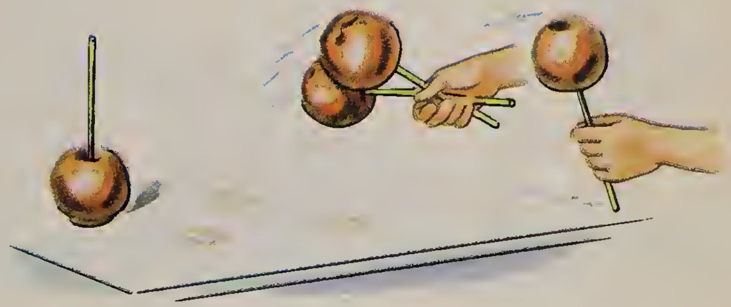
___ take away ___ is ___.



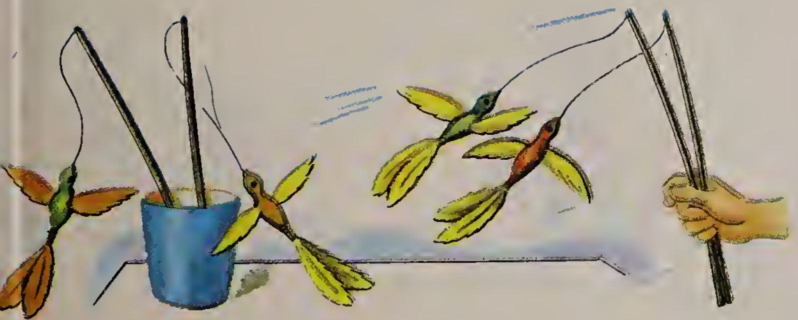
___ take away ___ is ___.



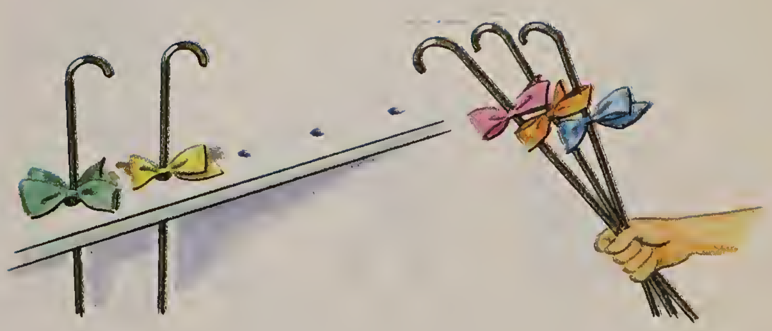
___ take away ___ is ___.



___ take away ___ is ___.

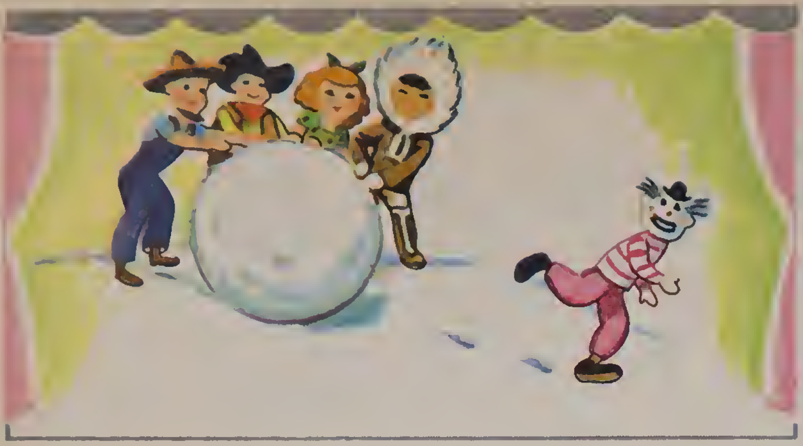


___ take away ___ is ___.

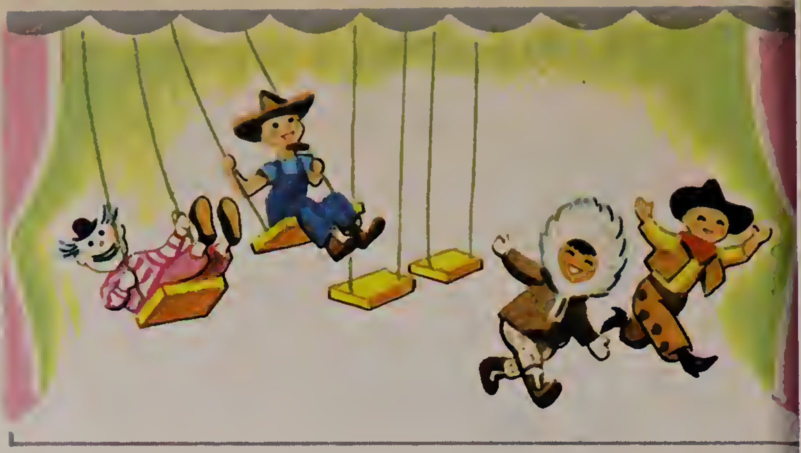


___ take away ___ is ___.

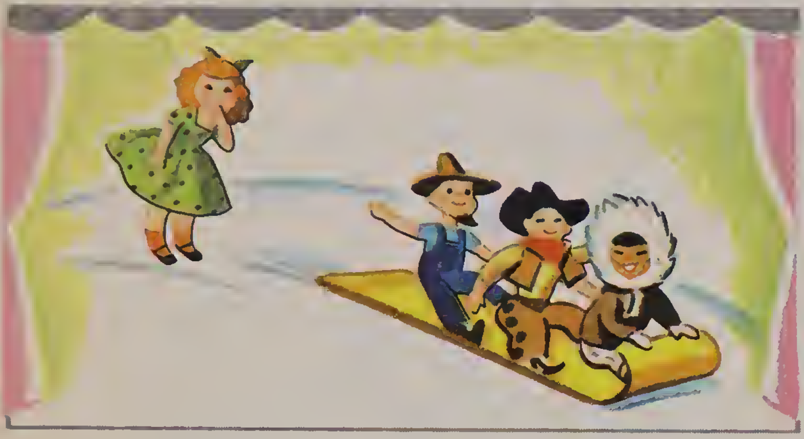
Number of members in remaining set



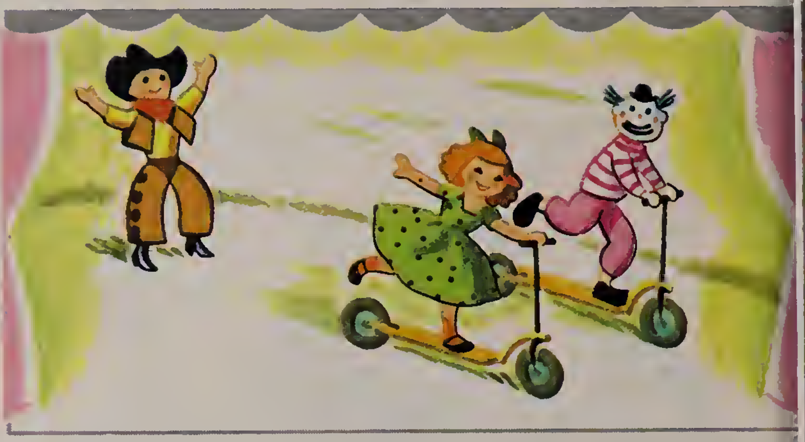
___ take away ___ is ___.



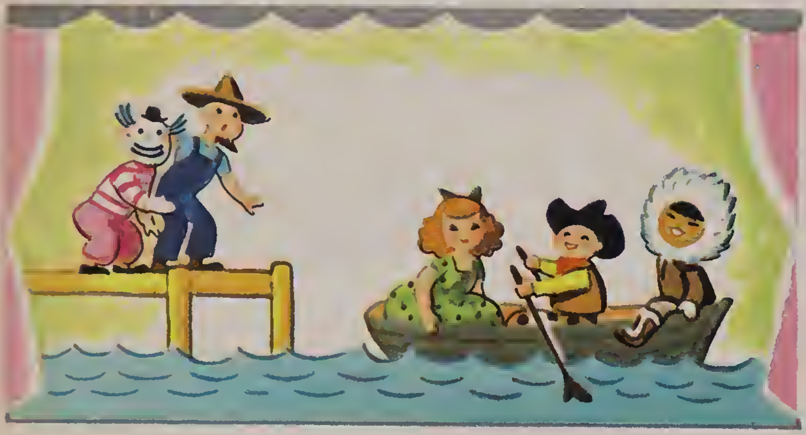
___ take away ___ is ___.



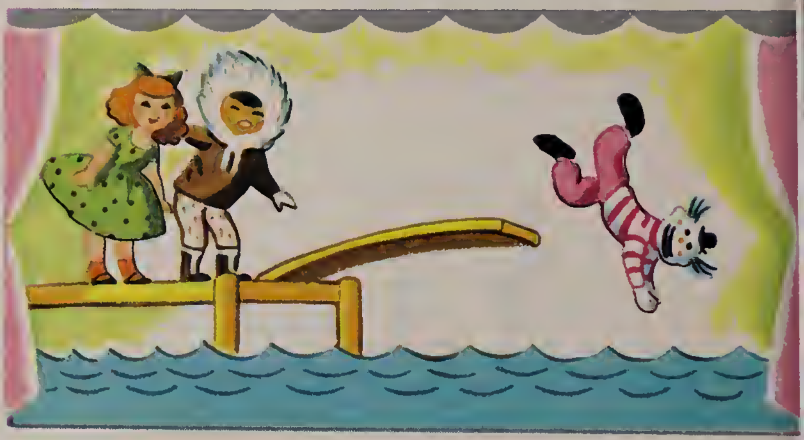
___ take away ___ is ___.



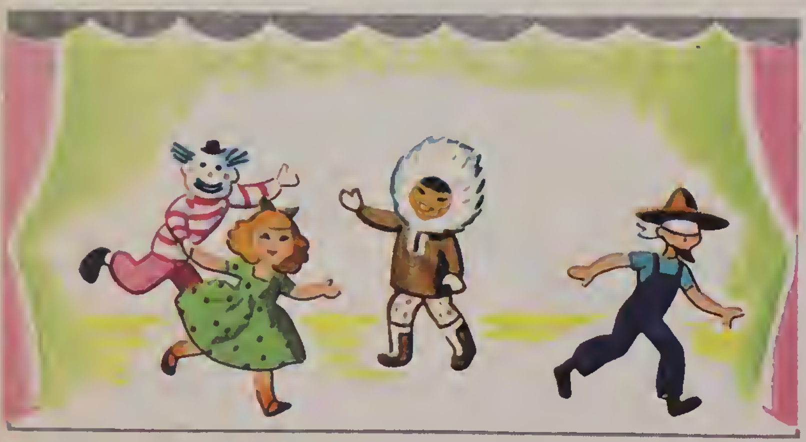
___ take away ___ is ___.



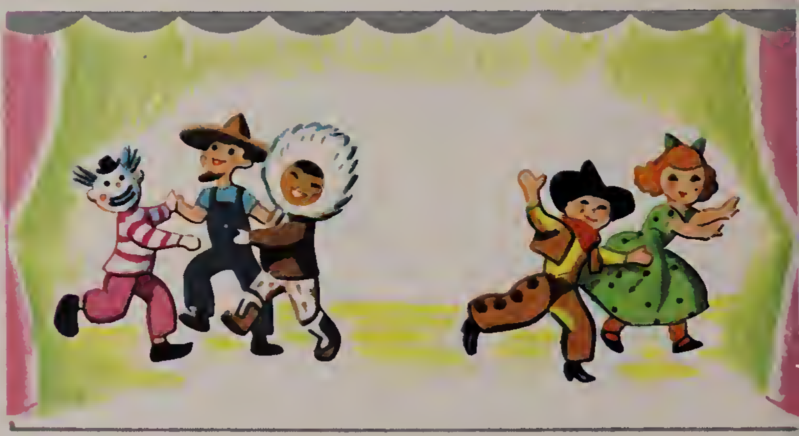
___ take away ___ is ___.



___ take away ___ is ___.

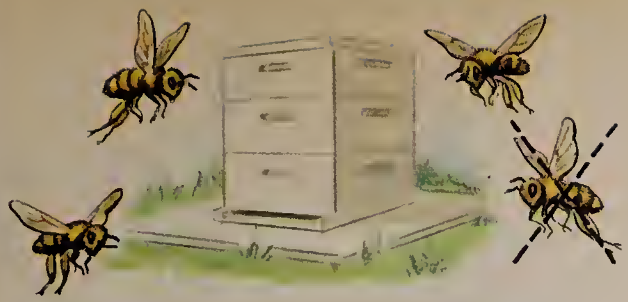


___ take away ___ is ___.



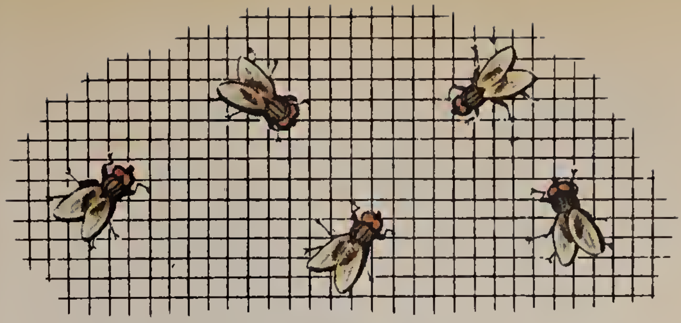
___ take away ___ is ___.

Number of members in remaining set



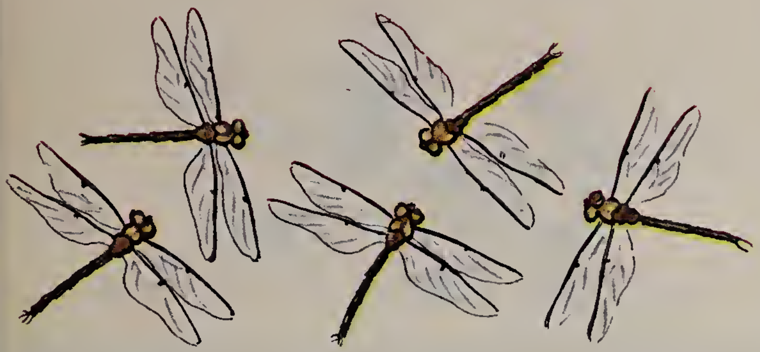
Take away 1.

4 take away 1 is ___.



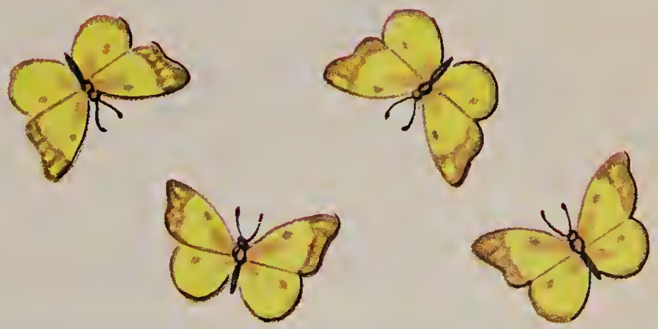
Take away 3.

5 take away 3 is ___.



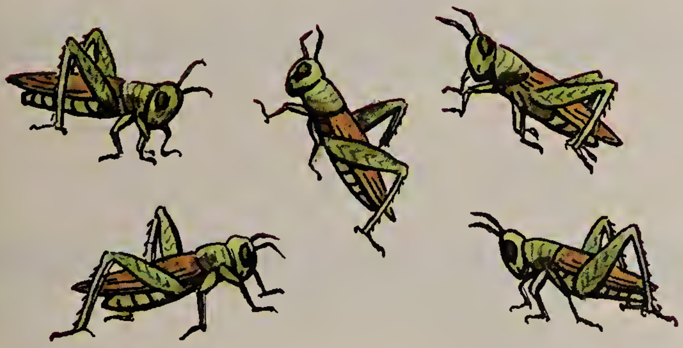
Take away 4.

___ take away ___ is ___.



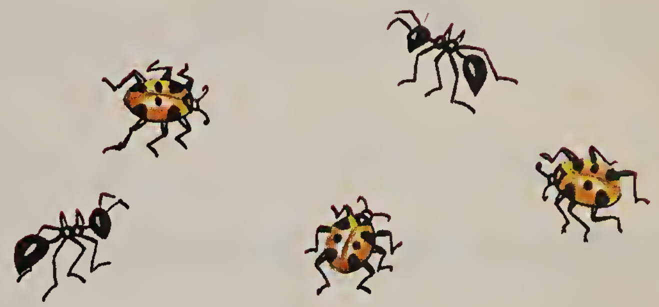
Take away 2.

___ take away ___ is ___.



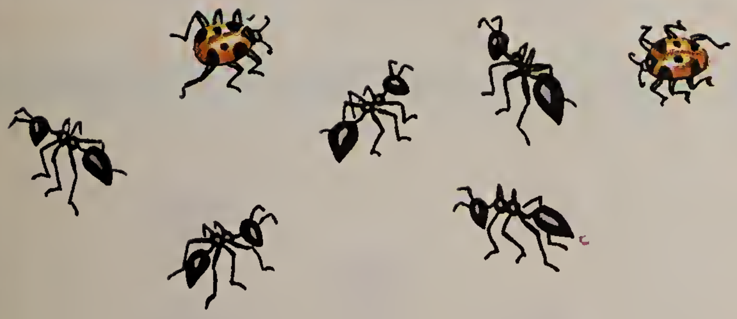
Take away 2.

___ take away ___ is ___.



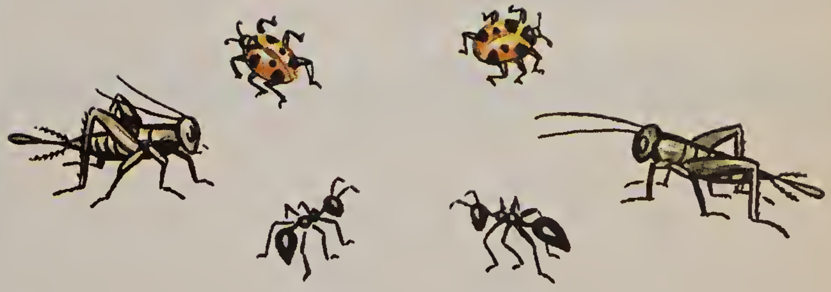
Take away 1.

___ take away ___ is ___.



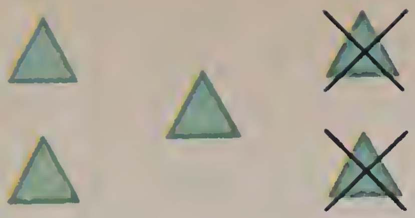
Take away 3.

___ take away ___ is ___.

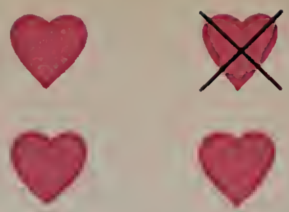


Take away 4.

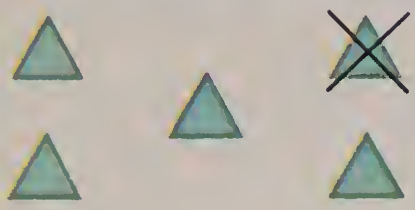
___ take away ___ is ___.



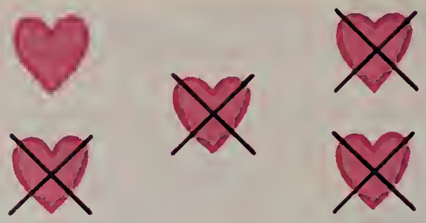
___ take away ___ is ___.



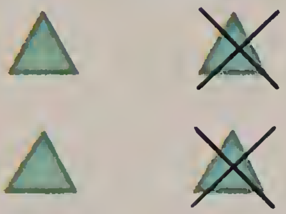
___ take away ___ is ___.



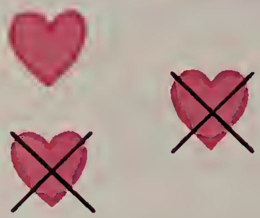
___ take away ___ is ___.



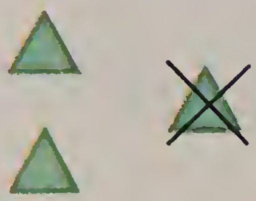
___ take away ___ is ___.



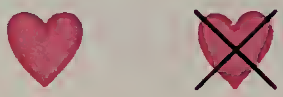
___ take away ___ is ___.



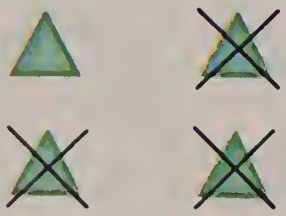
___ take away ___ is ___.



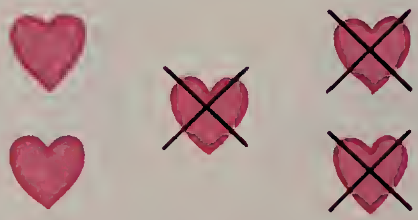
___ take away ___ is ___.



___ take away ___ is ___.

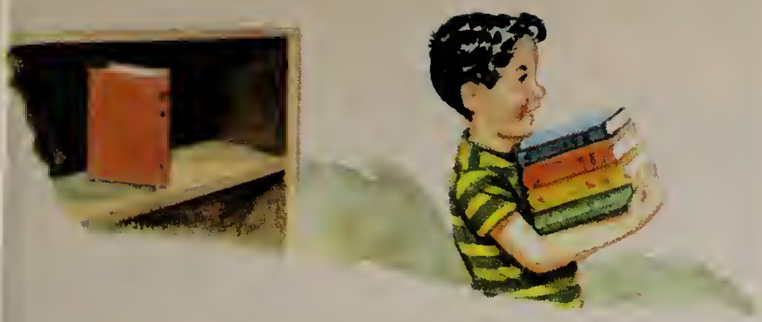


___ take away ___ is ___.



___ take away ___ is ___.

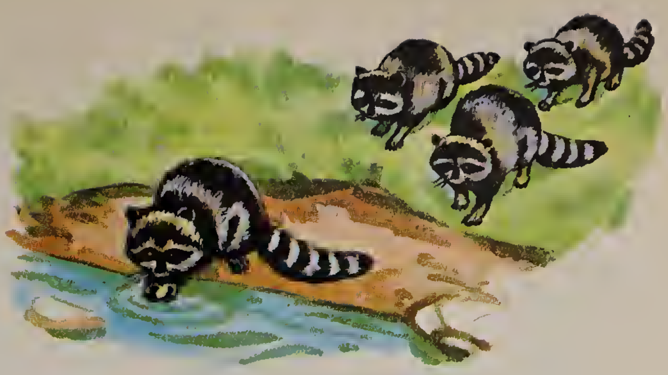
Number of members in remaining set



5 take away 4 is ___.

5 take away 1 is ___.

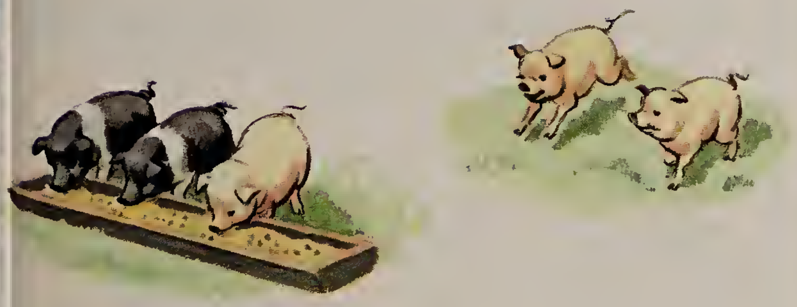
1 and 4 are ___.



1 and 3 are ___.

4 take away 1 is ___.

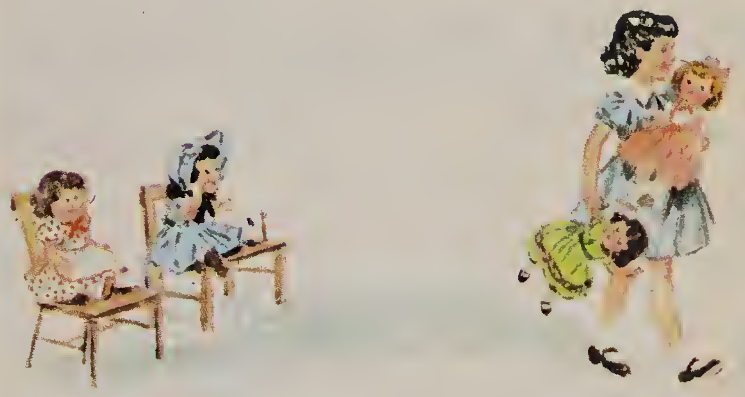
3 and 1 are ___.



3 take away 2 is ___.

3 and 2 are ___.

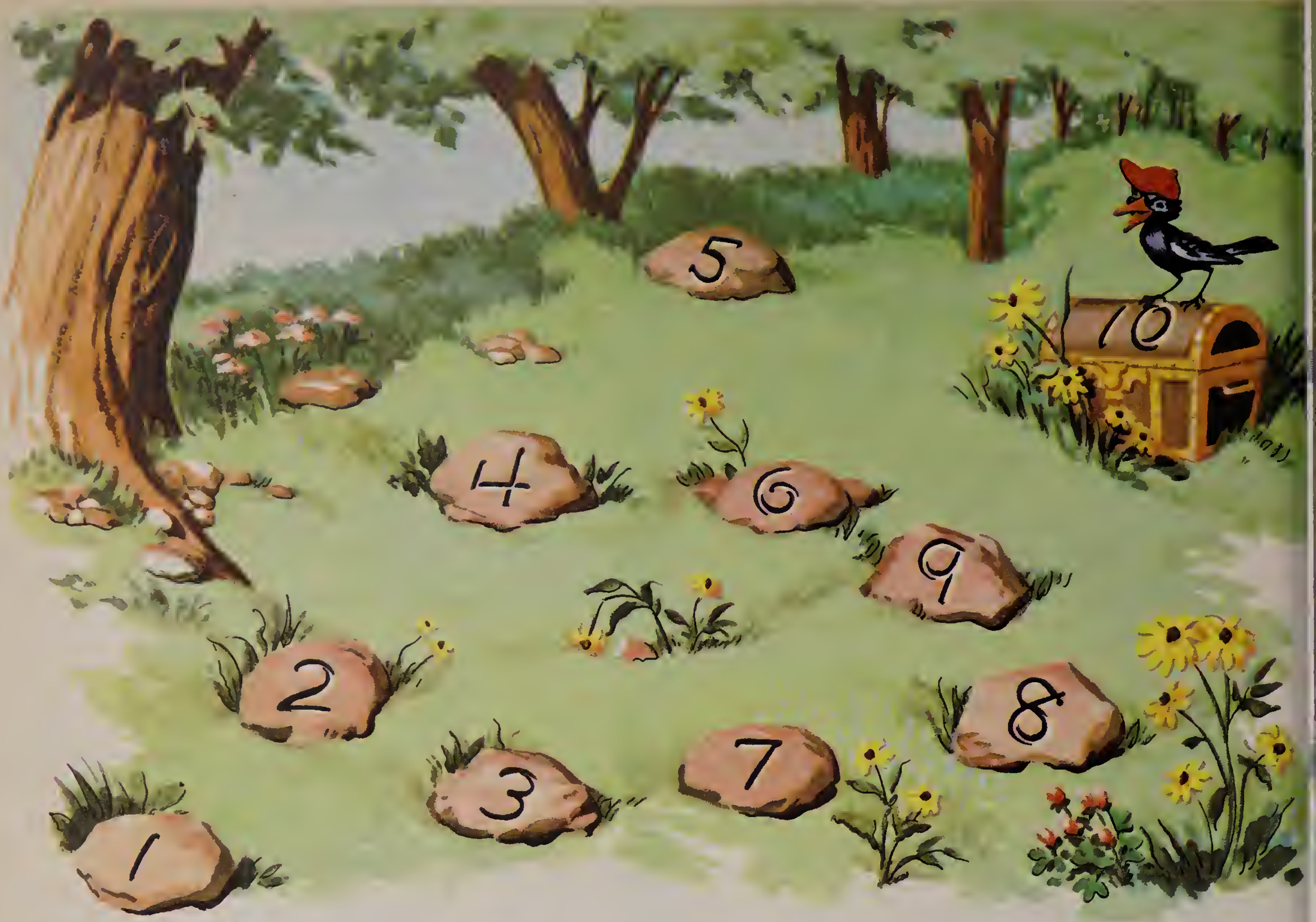
5 take away 3 is ___.

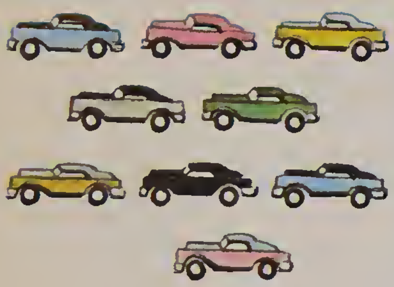


2 and 2 are ___.

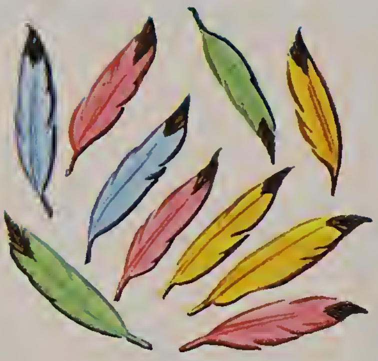
4 take away 2 is ___.

1 and 1 are ___.


5
10
4
6
9
2
8
7
3
1

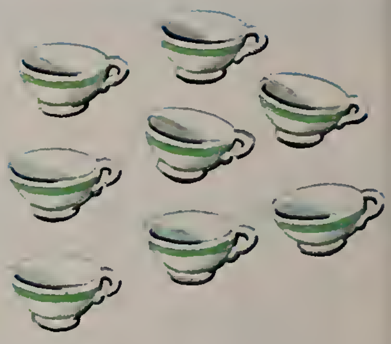


8 9 10



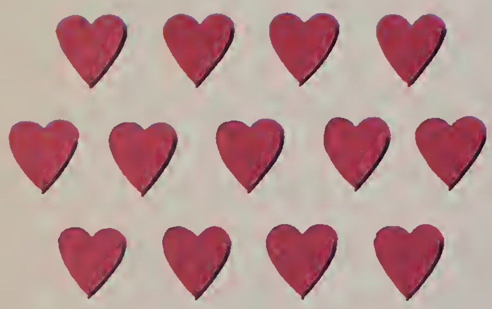
0 5 10

0 1 2

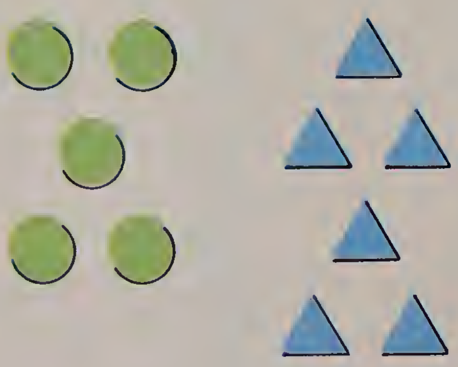


7 8 9

9



8



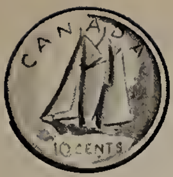
7 or 10

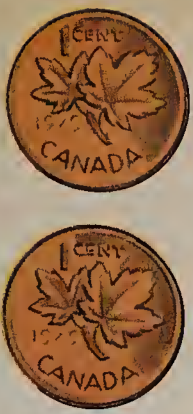
9 or 6

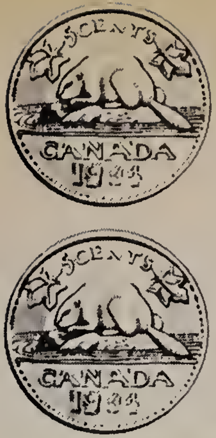
0 or 8

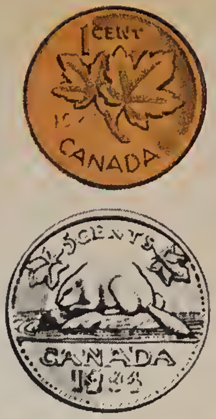
5 or 4

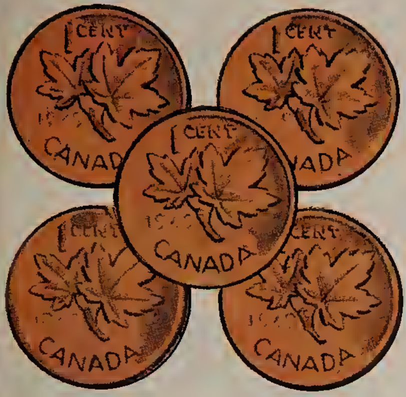
Test: serial order, sets, inequalities

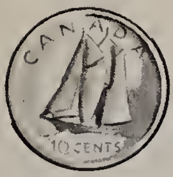

CANADA
10 CENTS

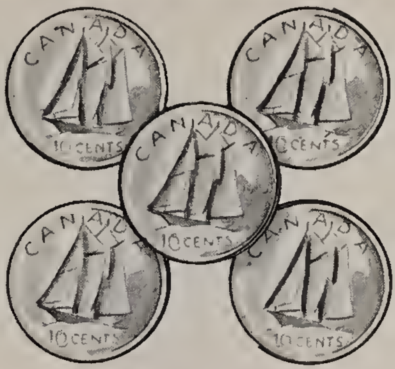

1 CENT
CANADA

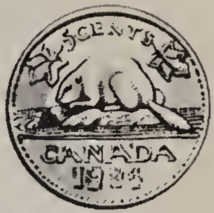

5 CENTS
CANADA

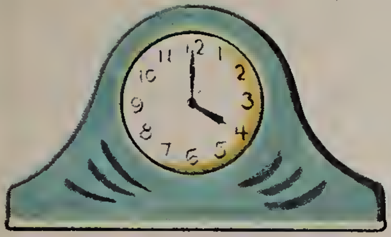

1 CENT
CANADA
5 CENTS
CANADA

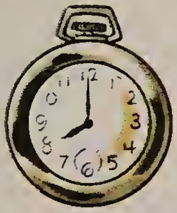

1 CENT
CANADA

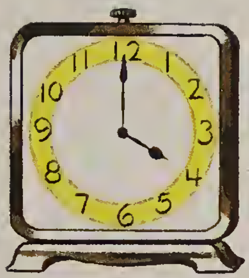

CANADA
10 CENTS

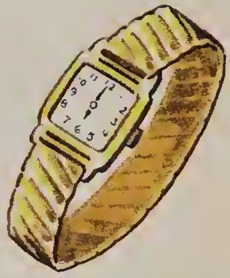

CANADA
10 CENTS

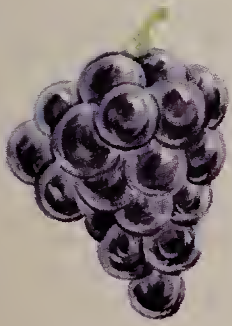

5 CENTS
CANADA

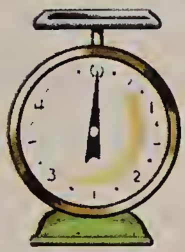


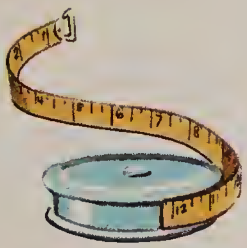


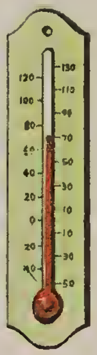


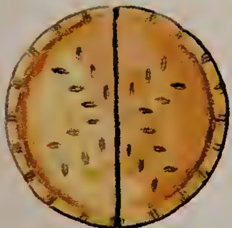


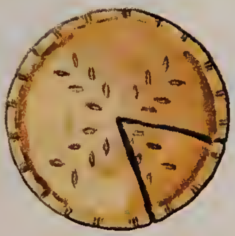


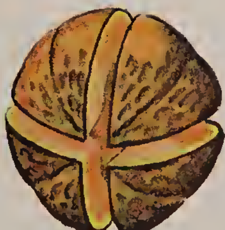


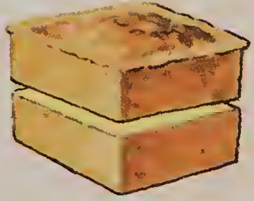




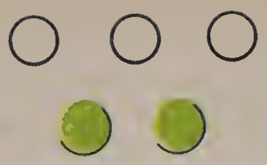








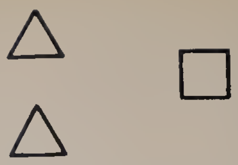
Test: coins, time, measuring instruments, one half



___ in all

___ and ___

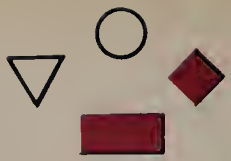
___ and ___



___ in all

___ and ___

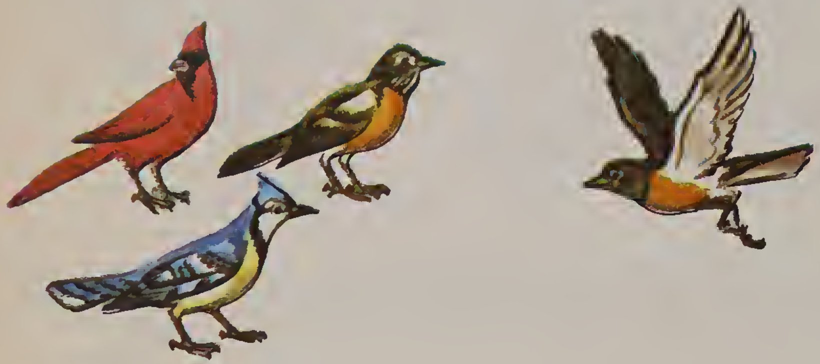
___ and ___



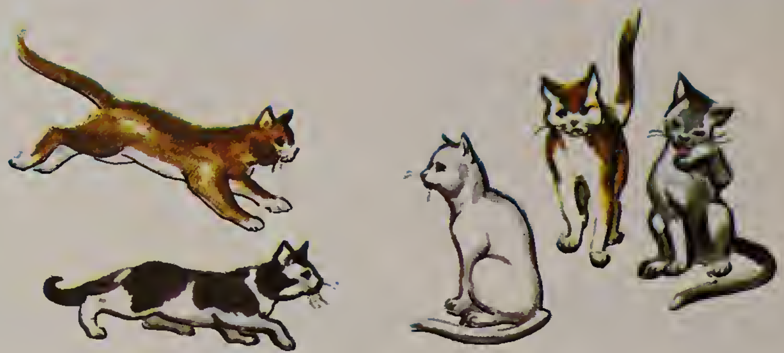
___ in all

___ and ___

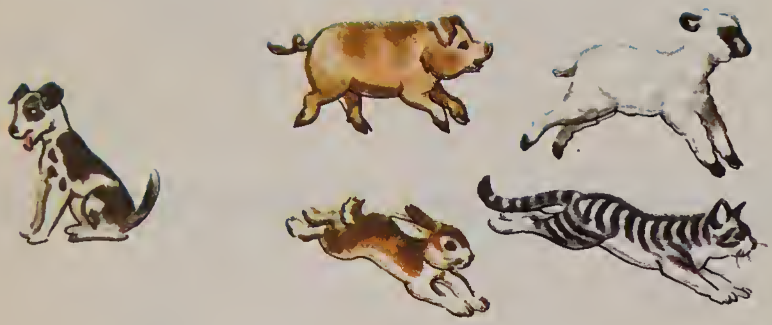
___ and ___



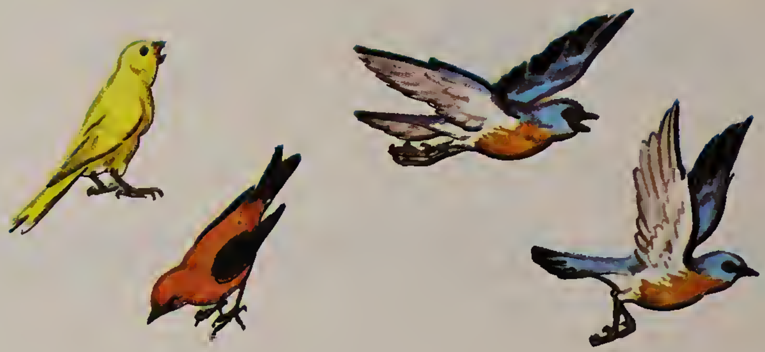
___ and ___ are ___.



___ and ___ are ___.



___ take away ___ is ___.



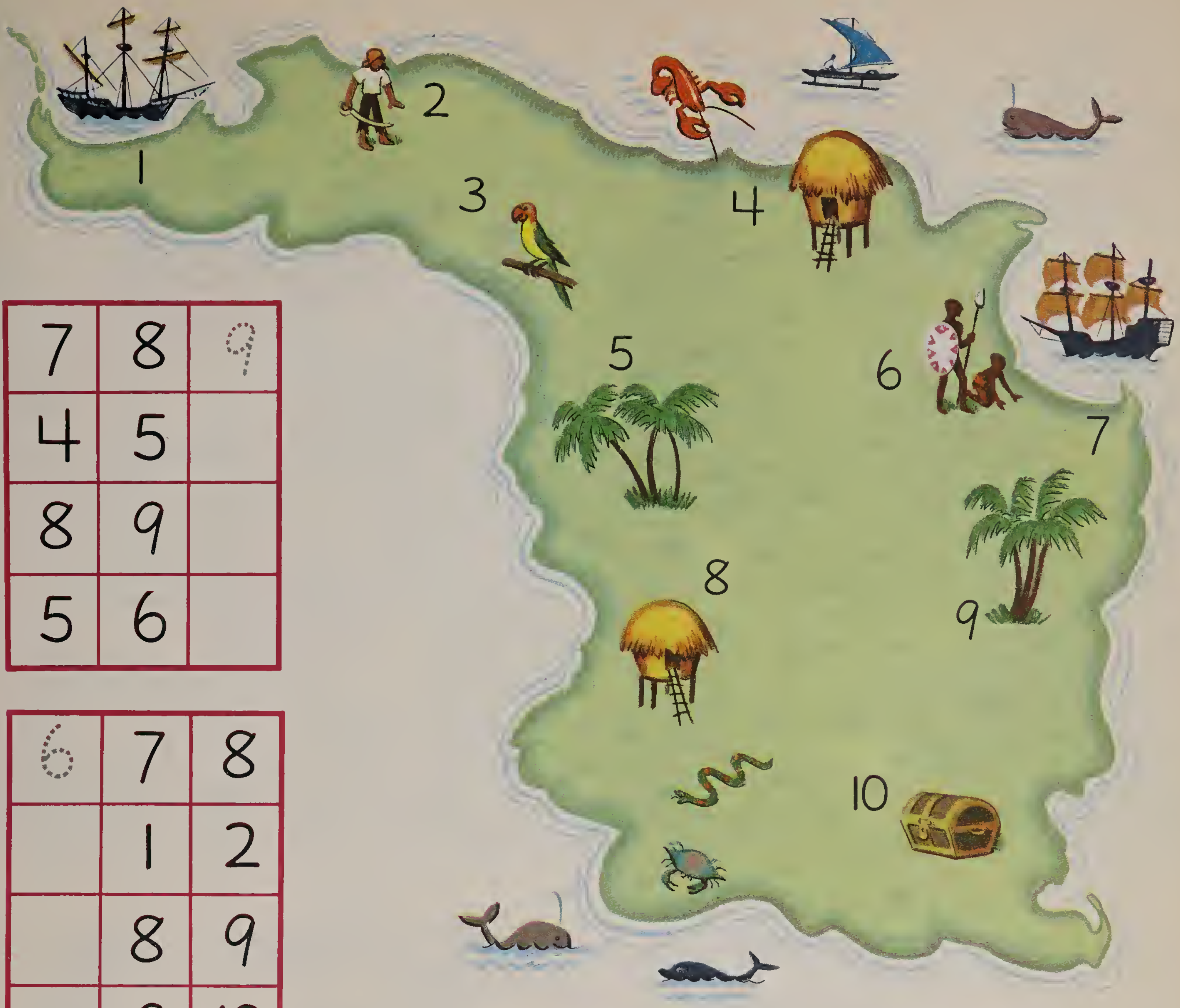
___ take away ___ is ___.

Test: sets and operations on sets

Sets and Numbers

Serial order of numbers through 10; writing numerals 0 through 10

1.



2.

7	8	9
4	5	
8	9	
5	6	

3.

6	7	8
	1	2
	8	9
	9	10

4.

★ ★ ★ ★ ★	★ ★ ★	★ ★ ★ ★	zero	two	three	five
5						

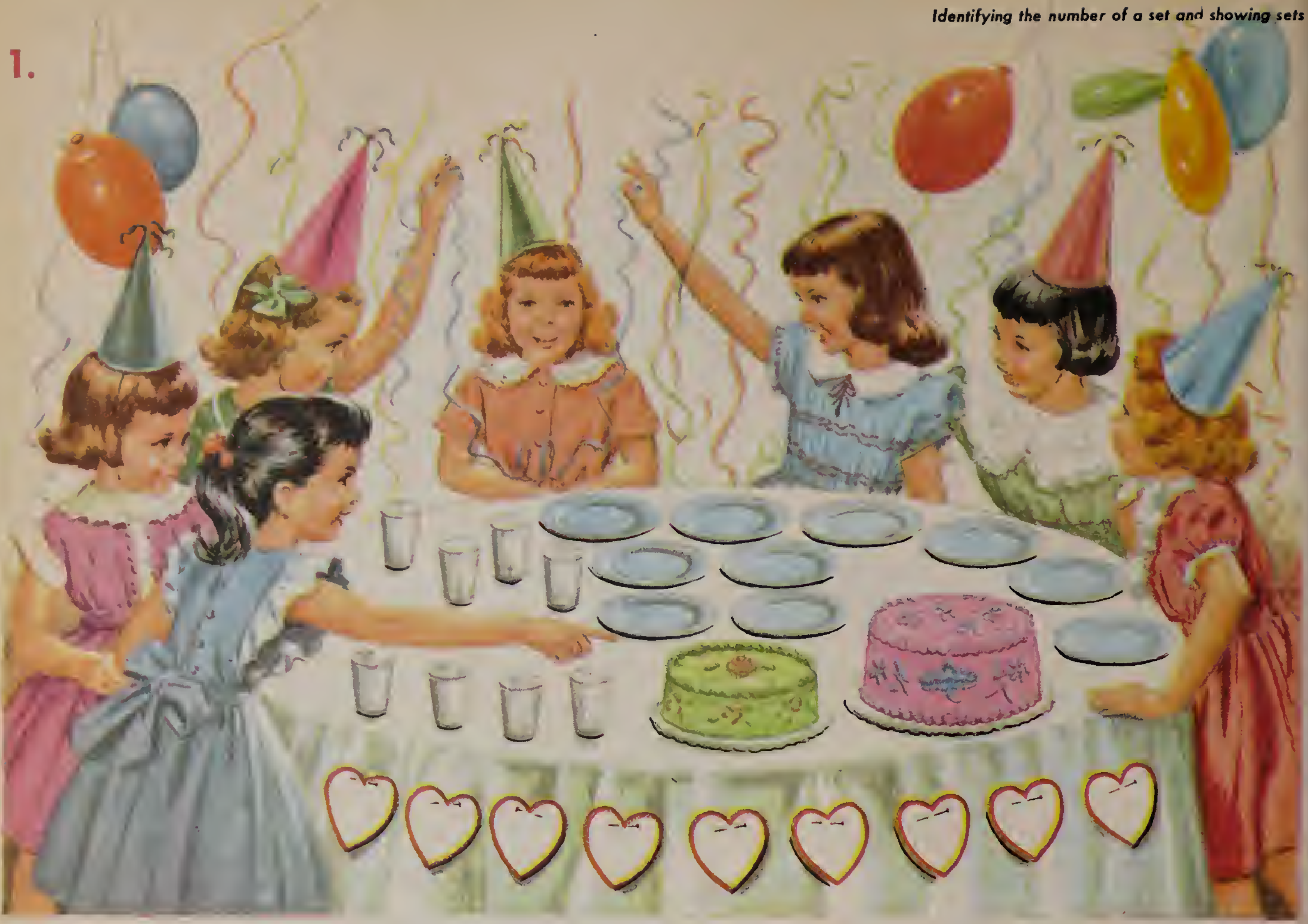
5.

6	8	7	10
● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ● ● ●		

Working with Sets and Numbers

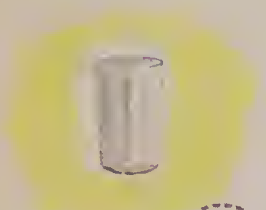
Identifying the number of a set and showing sets

1.



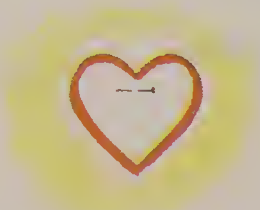
2.

How many?



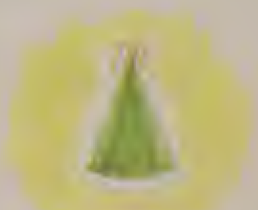
10 7 [✓ 8]

How many?



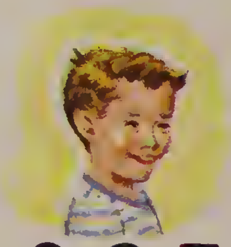
8 10 9

How many?



6 5 0

How many?

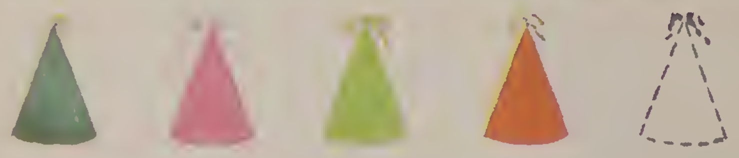


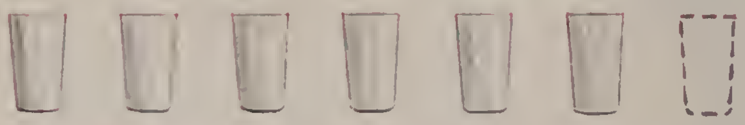
0 2 7

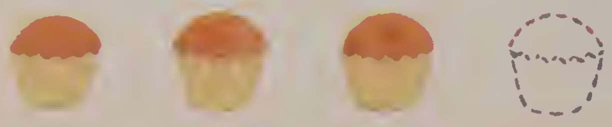
How many?

9 10 4

3.

7 

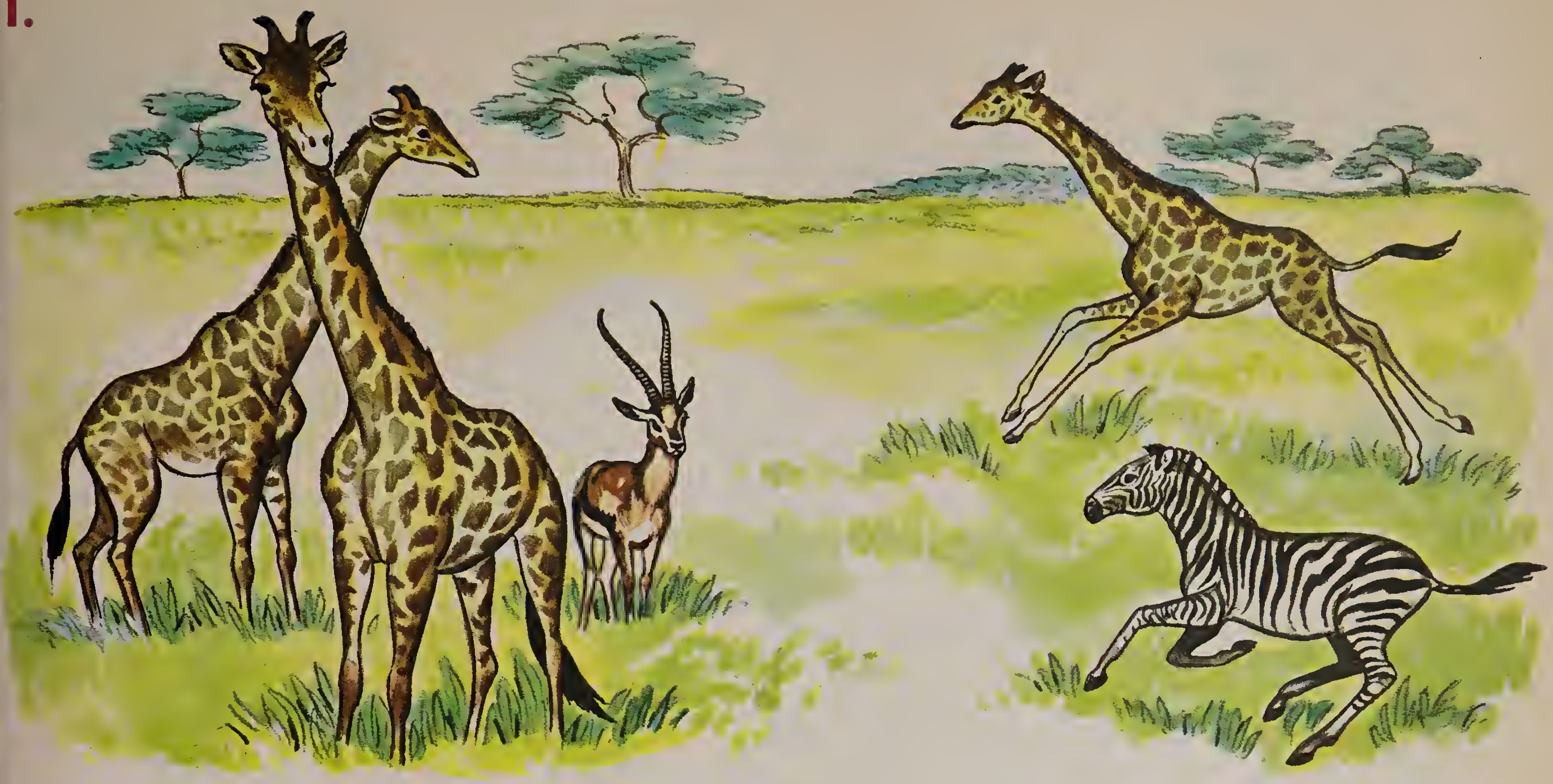
10 

9 

Joining a Set to a Set

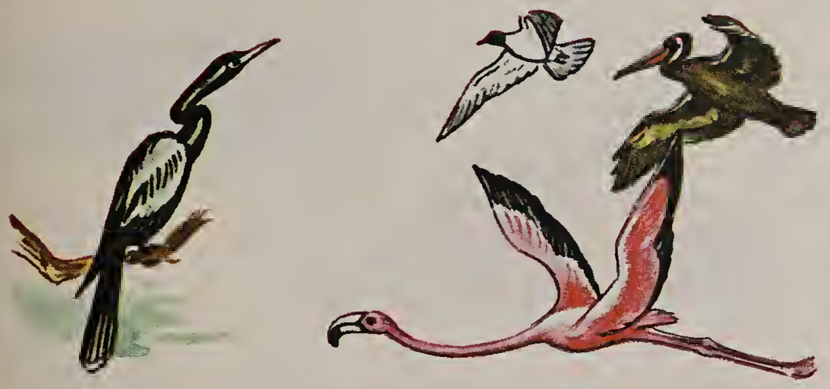
Union, as many as 5 members

1.



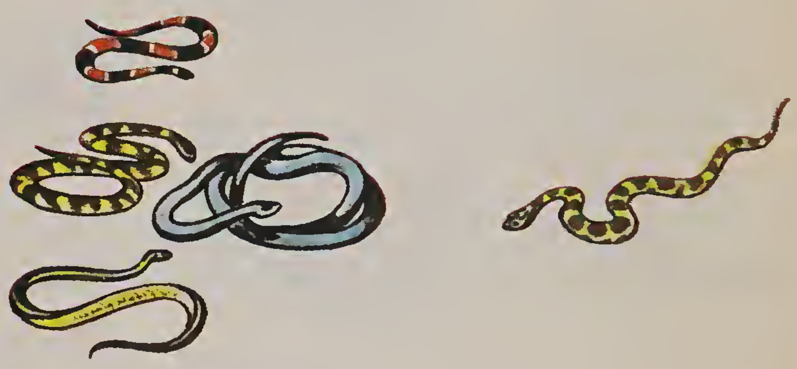
3 animals and 2 animals are ___ animals.

2.



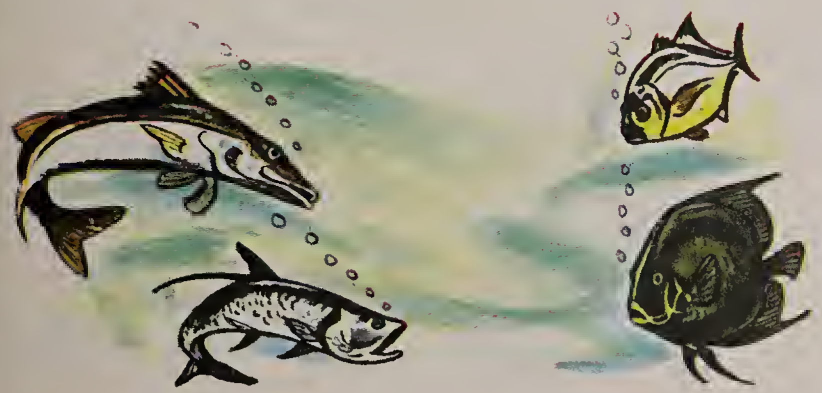
___ and ___ are ___.

3.



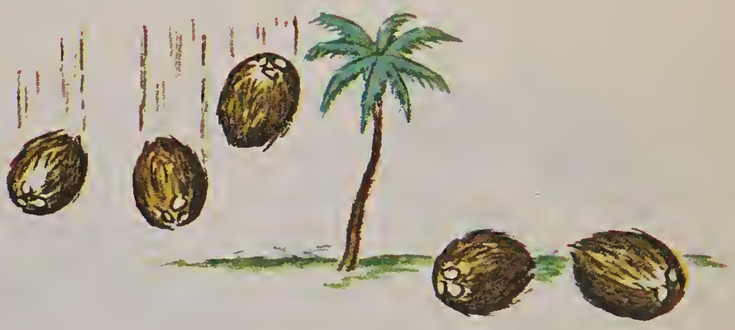
___ and ___ are ___.

4.



___ and ___ are ___.

5.

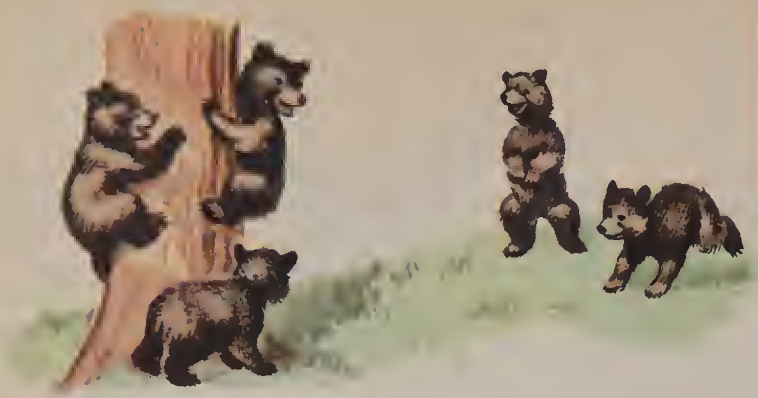


___ and ___ are ___.

Addition and Addition Facts

Addition, sums as great as 5

1.



3 and 2 are 5.

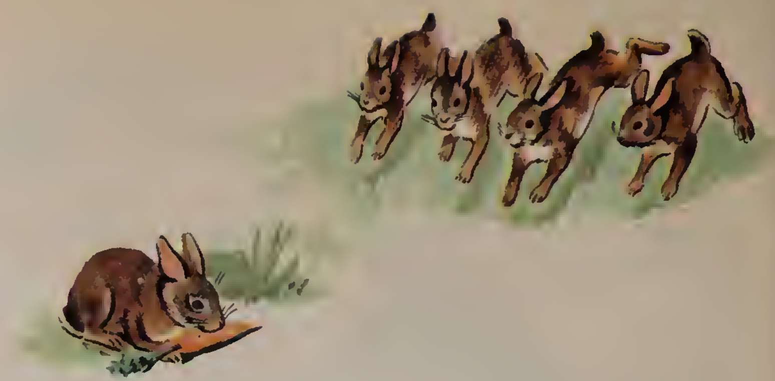
You can add three and two.

The addition fact is

3 + 2 = 5.

3 + 2 = 5 is the A. fact.

2.



1 and 4 are 5.

You can add one and four.

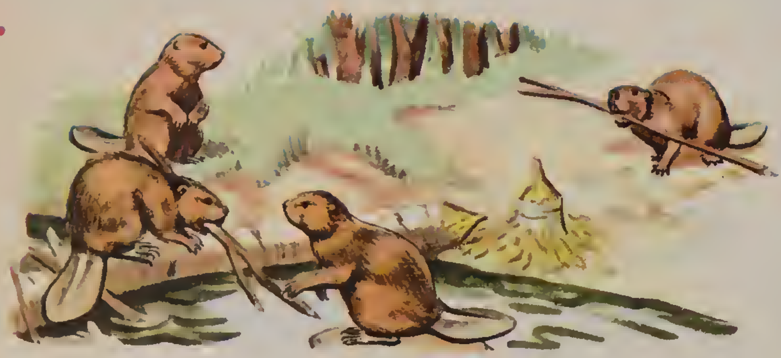
The addition fact is

1 + 4 = $\boxed{5}$.

1 + 4 = 5 is the A. fact.

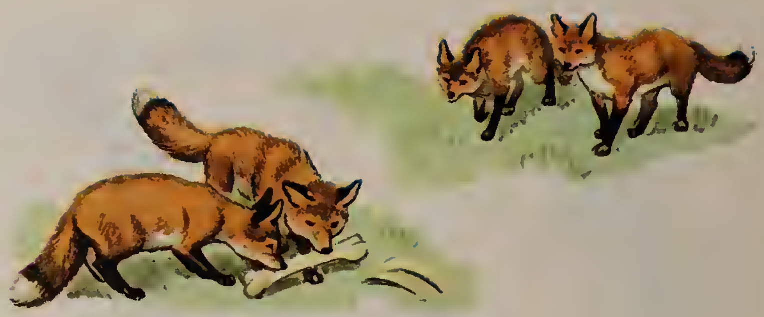
What are the addition facts?

3.



3 + 1 = ☐

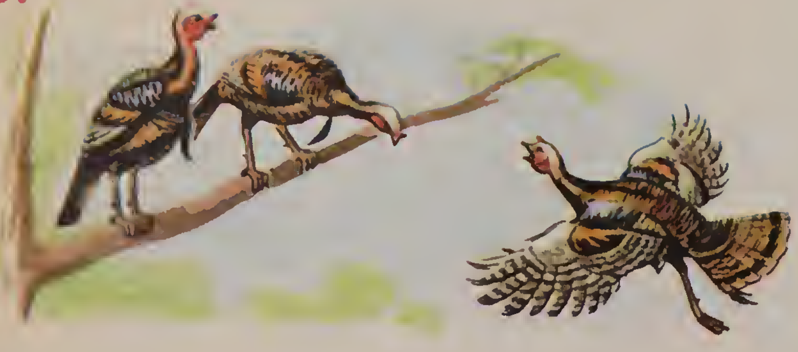
4.



2 + 2 = ☐

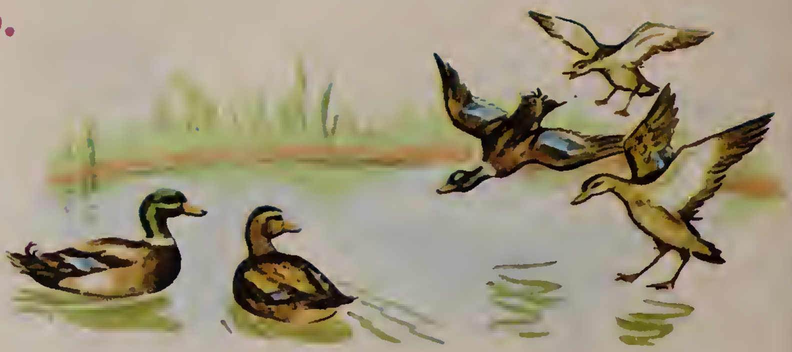
What are the A. facts?

5.



2 + 1 = ☐

6.



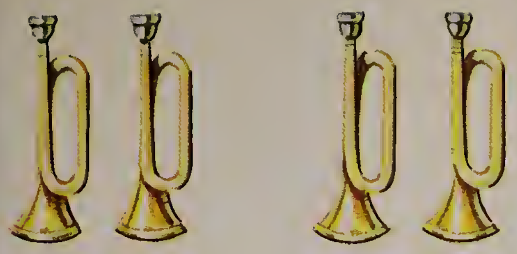
2 + 3 = ☐

Working with Addition

Addition, sums as great as 5

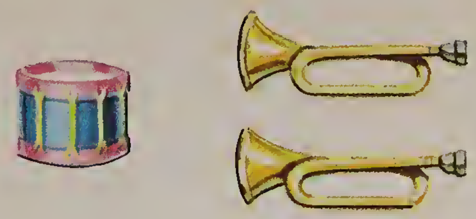
Finish to show the addition facts.

1.



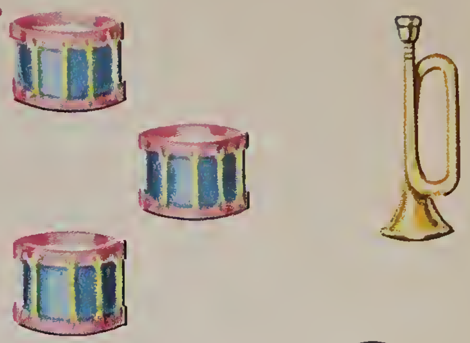
2 + 2 = □ 4

2.



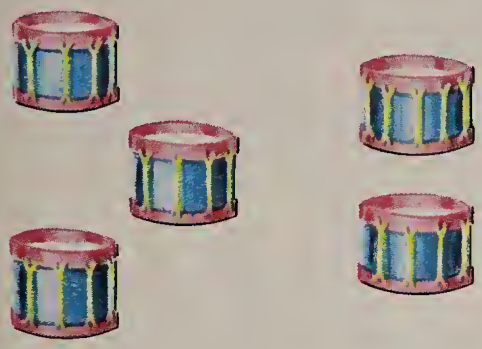
1 + 2 = △

3.



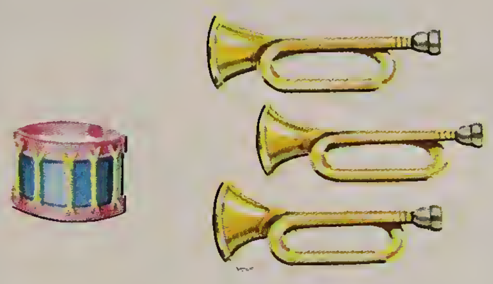
3 + 1 = ○

4.



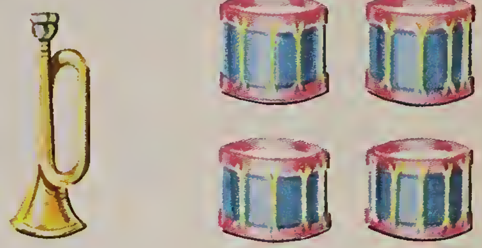
3 + △ = ⬡

5.



1 + ○ = △

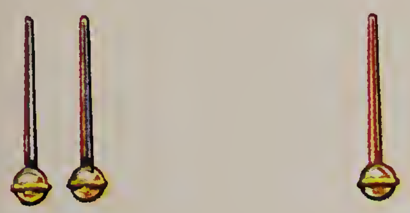
6.



1 + ⬡ = □

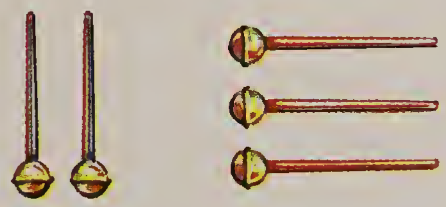
Finish to show the A. facts.

7.



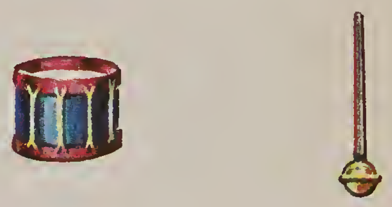
△ 2 + ⬡ 1 = □ 3

8.



△ + □ = ○

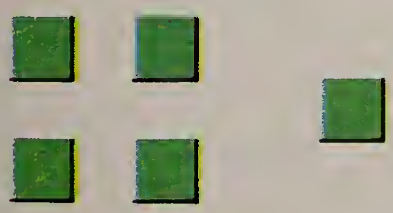
9.



△ + △ = ⬡

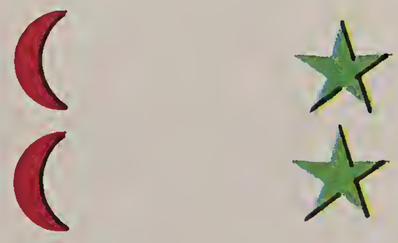
Show the A. facts.

10.

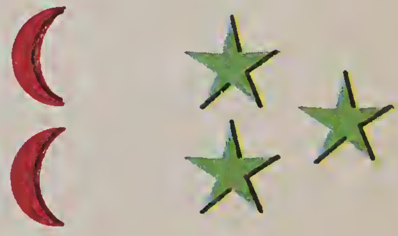


4 + 1 = 5

11.



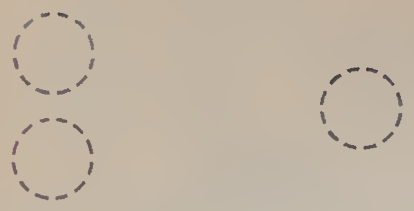
12.



Drawing Pictures for Addition Facts

Addition, sums as great as 5

1. 2 + 1 = □?



2 + 1 = □3

2. 3 + 2 = △?

3 + 2 = △

3. 4 + 1 = ⬡?

4 + 1 = ⬡

4. 2 + 2 = □?

2 + 2 = □

5. 1 + 4 = ⬡?

1 + 4 = ⬡

6. 2 + 3 = △?

2 + 3 = △

7. 1 + 1 = ⬡?

1 + 1 = ⬡

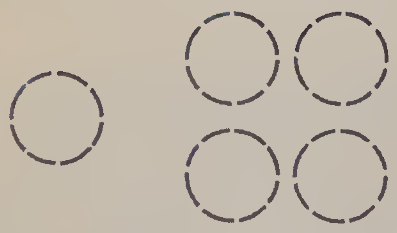
8. 3 + 1 = □?

3 + 1 = □

9. 1 + 3 = △?

1 + 3 = △

10. Draw a picture.



1 + 4 = 5

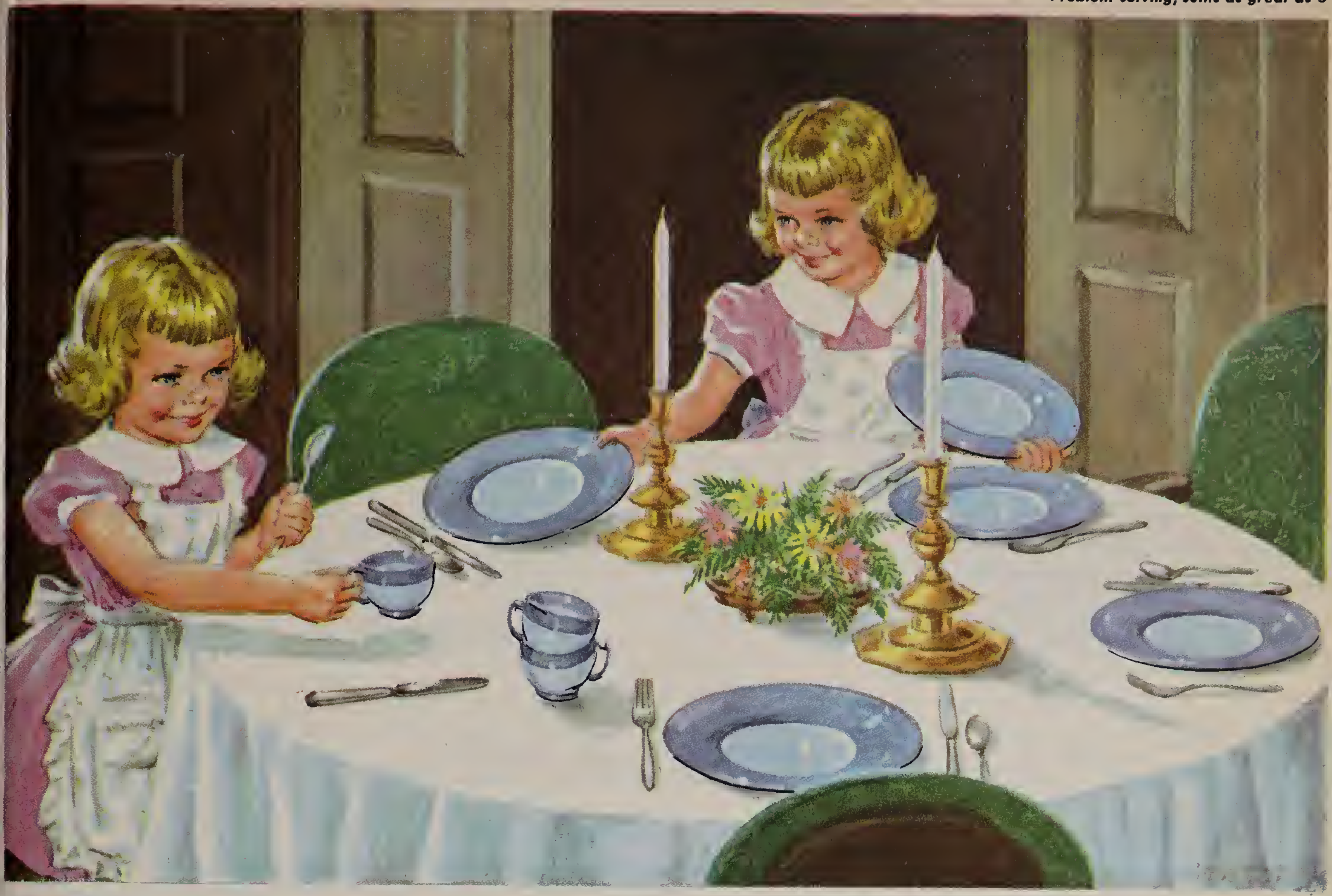
11. Draw a picture.

+ =

12. Draw a picture.

Using Addition

Problem-solving, sums as great as 5



1. ● ● ● ● ● 3 plates and 2 plates are 5 plates.

2. ● ● ● ___ cups and ___ cup are ___ cups.

3. □ + □ = ○ ___ plates

4. △ + □ = ⬡ ___ cups

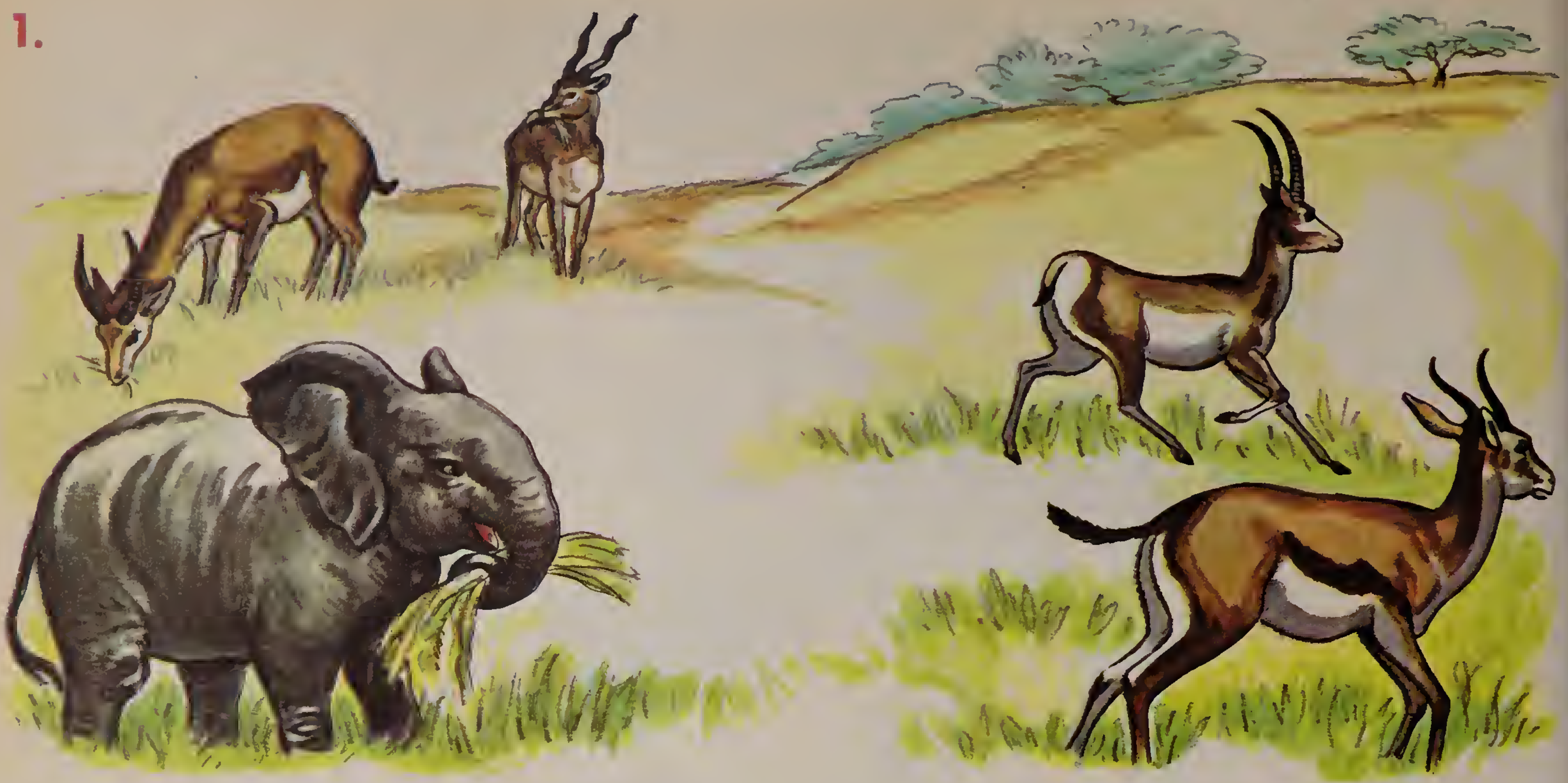
5. + = ___ plates

6. ___ cups

Removing a Set from a Set

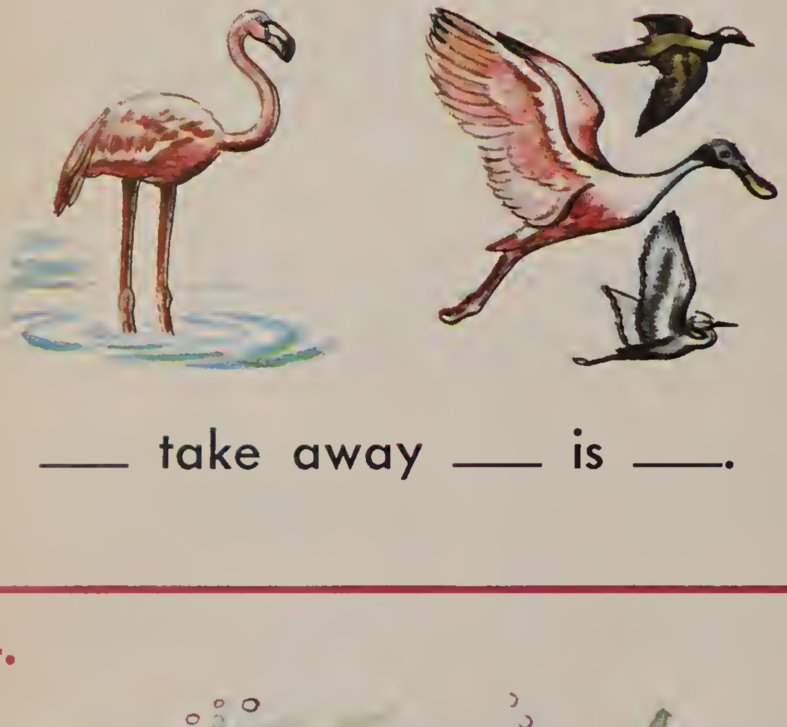
Starting set, as many as 5 members

1.



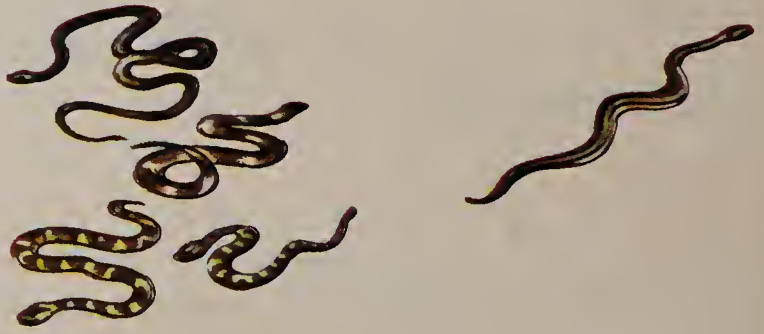
5 animals take away 2 animals is ___ animals.

2.



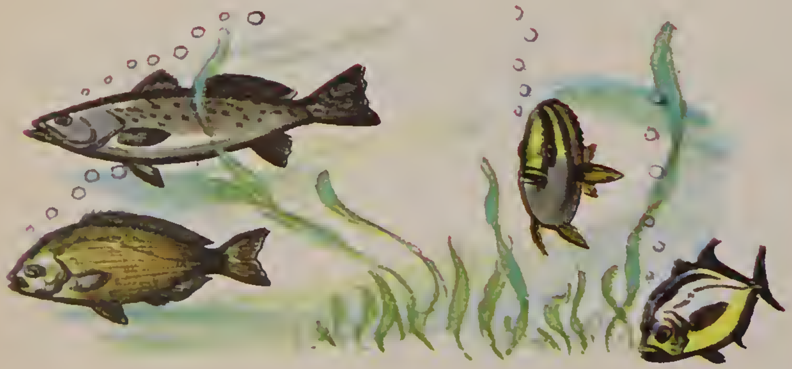
___ take away ___ is ___.

3.



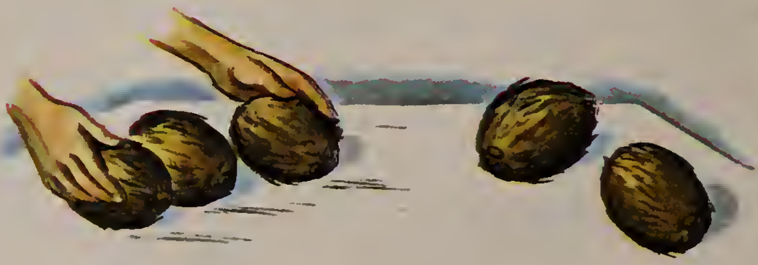
___ take away ___ is ___.

4.



___ take away ___ is ___.

5.

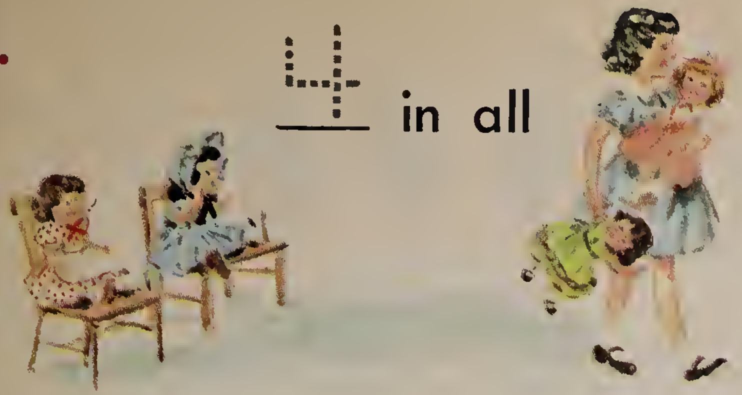


___ take away ___ is ___.

Subtraction and Subtraction Facts

Subtraction, sums as great as 5

1. 4 in all



4 take away 2 is 2.

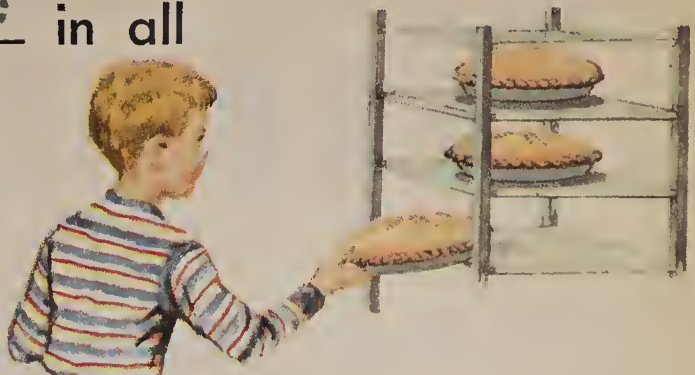
You can subtract two from four.

The subtraction fact is

4 − 2 = 2.

4 − 2 = 2 is the S. fact.

2. 3 in all



3 take away 1 is 2.

You can subtract one from three.

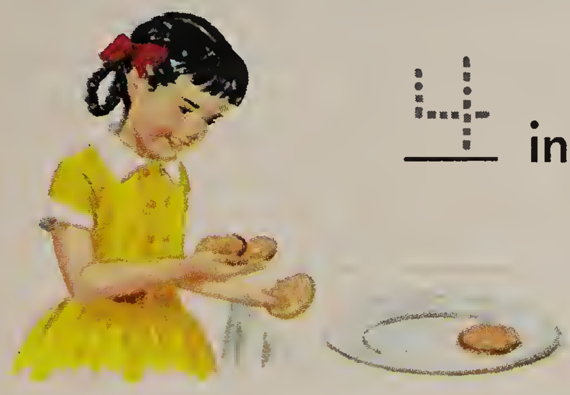
The subtraction fact is

3 − 1 = $\boxed{2}$.

3 − 1 = 2 is the S. fact.

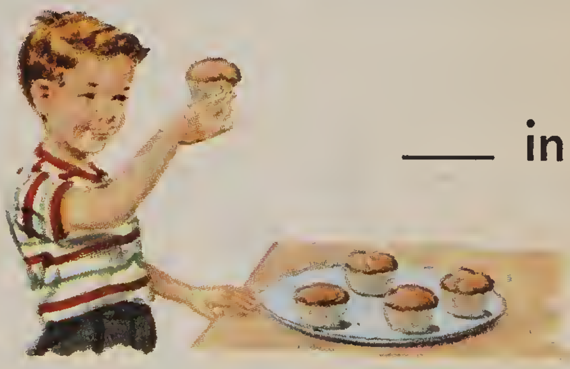
What are the subtraction facts?

3. 4 in all



4 − 3 = ☐

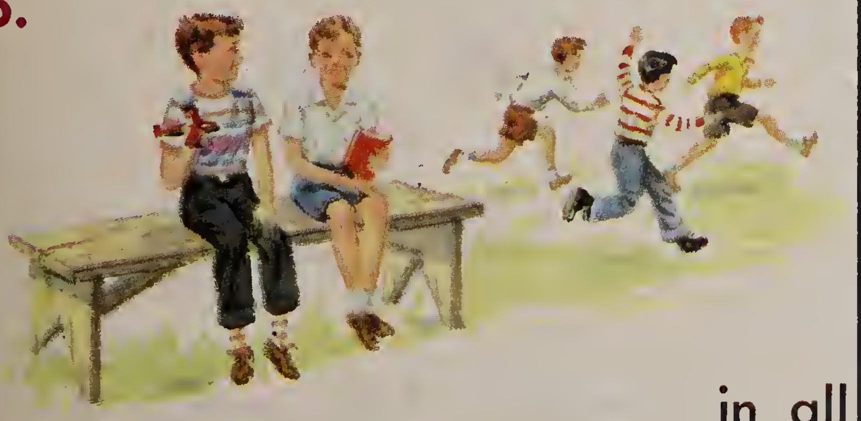
4. ___ in all



5 − 1 = ☐

What are the S. facts?

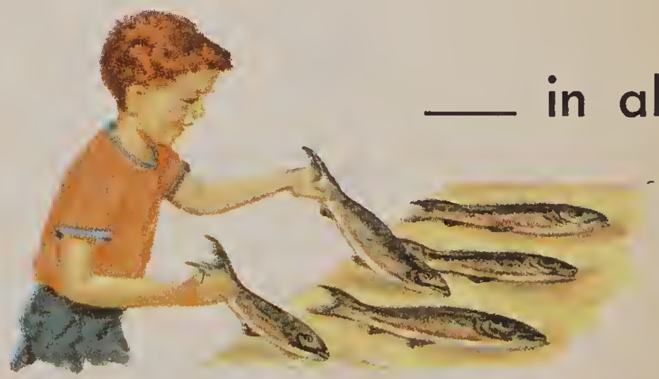
5.



___ in all

5 − 3 = ☐

6. ___ in all



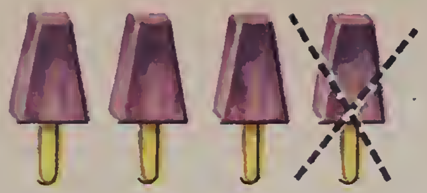
5 − 2 = ☐

Working with Subtraction

Subtraction, sums as great as 5

Finish to show the subtraction facts.

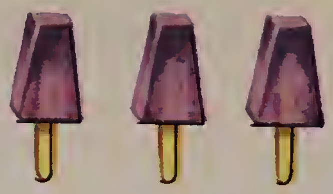
1.



4 in all. Take away 1.

4 − 1 = ⬡3

2.

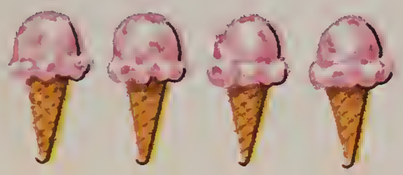


___ in all. Take away 2.

3 − 2 = △

What are the S. facts?

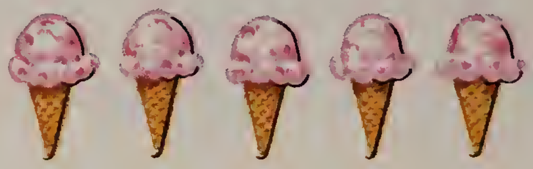
3.



___ in all. Take away 2.

○4 − 2 = □2

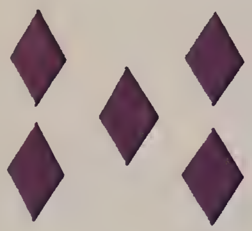
4.



___ in all. Take away 3.

⬡ − 3 = ○

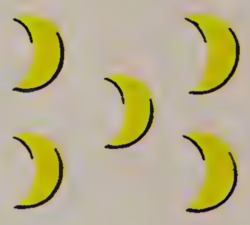
5.



___ in all. Take away 1.

□ − △ = ⬡

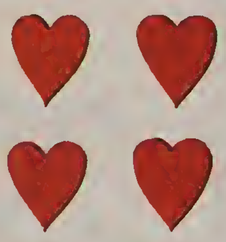
6.



___ in all. Take away 2.

△ − ○ = □

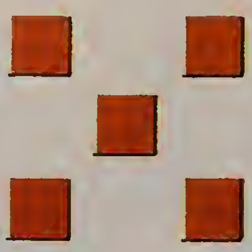
7.



___ in all. Take away 3.

___

8.



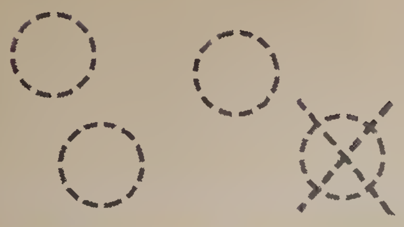
___ in all. Take away 4.

___

Drawing Pictures for Subtraction Facts

Subtraction, sums as great as 5

1. 4 − 1 = ⬡ ?



4 − 1 = ⬡ 3

2. 5 − 3 = △ ?

5 − 3 = △

3. 3 − 2 = □ ?

3 − 2 = □

4. 5 − 4 = □ ?

5 − 4 = □

5. 4 − 2 = ○ ?

4 − 2 = ○

6. 5 − 1 = ⬡ ?

5 − 1 = ⬡

7. 2 − 1 = △ ?

2 − 1 = △

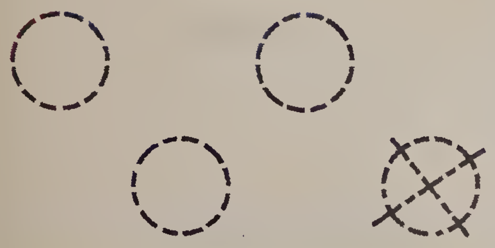
8. 5 − 2 = □ ?

5 − 2 = □

9. 4 − 3 = ⬡ ?

4 − 3 = ⬡

10. Draw a picture.



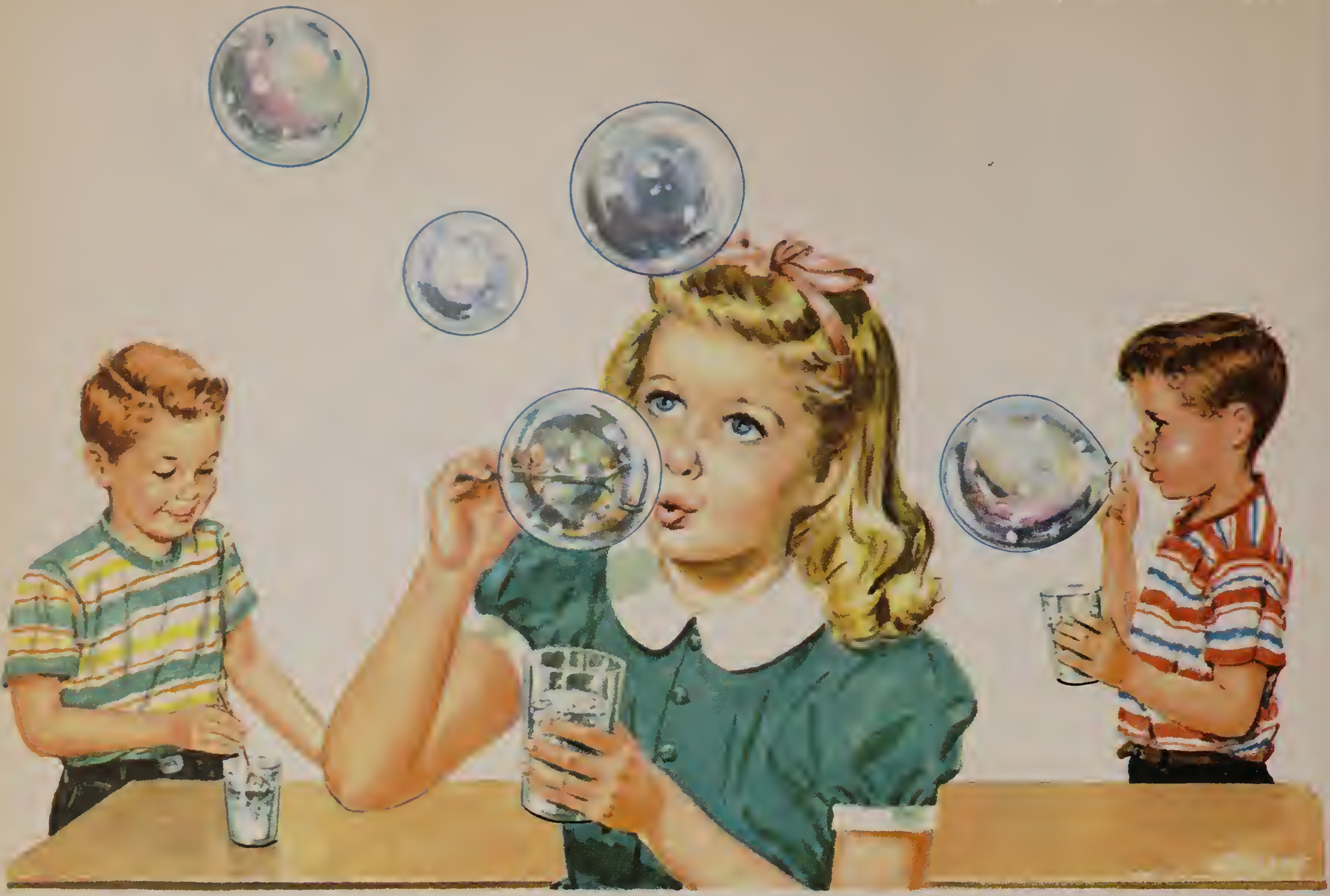
4 − 1 = 3

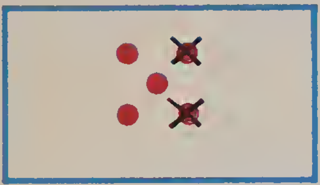
11. Draw a picture.

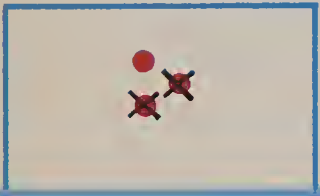
12. Draw a picture.

Using Subtraction

Problem-solving; subtraction, sums as great as 5



1.

5 − 2 = 3 ____ 3 bubbles

2.

⬡ − △ = ○ ____ glass

3. □ − ⬡ = ⬡ ____ bubbles

4. ○ − △ = ⬡ ____ glasses

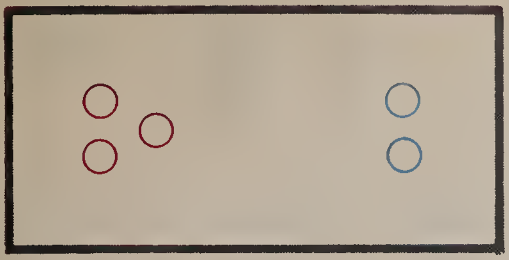
5. − = ________________ ____ bubbles

6. ________________ ____ glasses

Do You Remember?

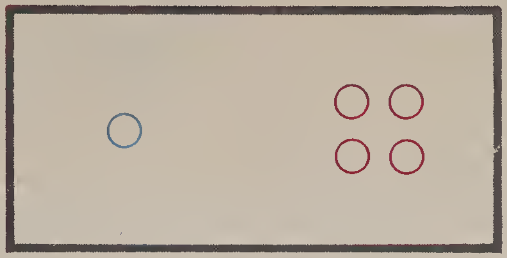
What are the A. facts for these pictures?

1.



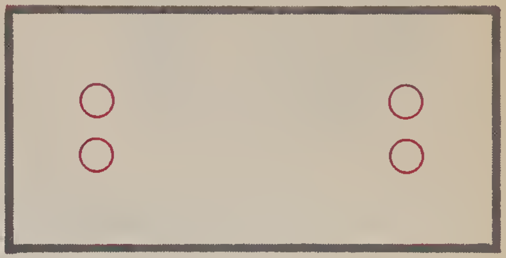
___ + ___ = ___

2.



___ + ___ = ___

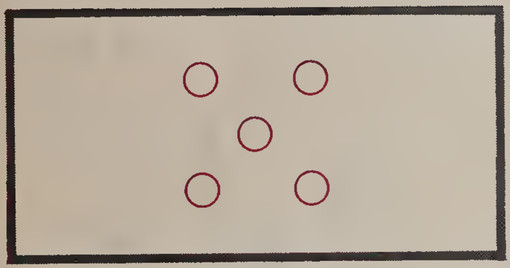
3.



___ + ___ = ___

What are the S. facts for these pictures?

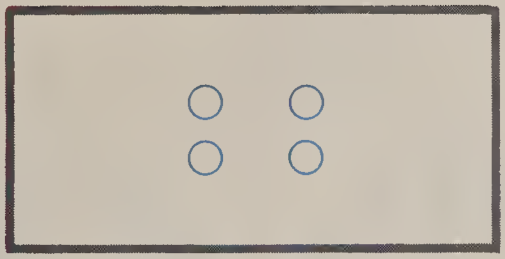
4.



Take away 2.

___ − ___ = ___

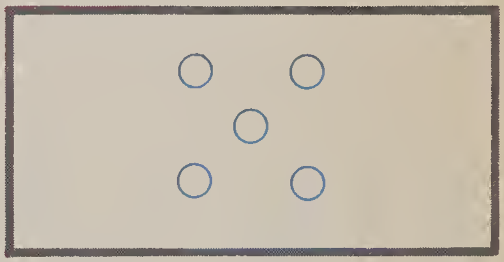
5.



Take away 3.

___ − ___ = ___

6.



Take away 1.

___ − ___ = ___

7. 0 1 2 ___ ___ ___

6 ___ ___ ___ ___

8. Which is greater?

6 or 9
10 or 0
5 or 2
8 or 4
3 or 7
6 or 1

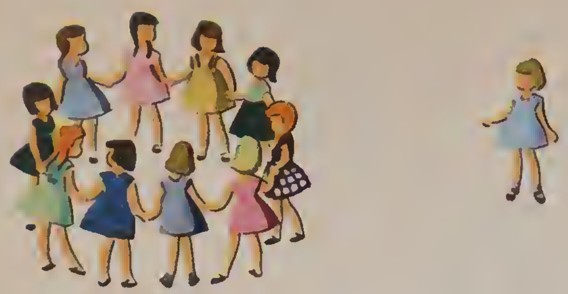
9. Which is less?

8 or 3
0 or 9
7 or 4
10 or 1
6 or 2
3 or 5

Sets of More Than 10 Members

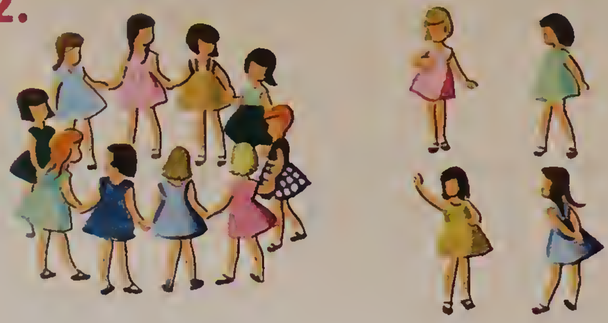
Readiness for work with base ten and place value

1.



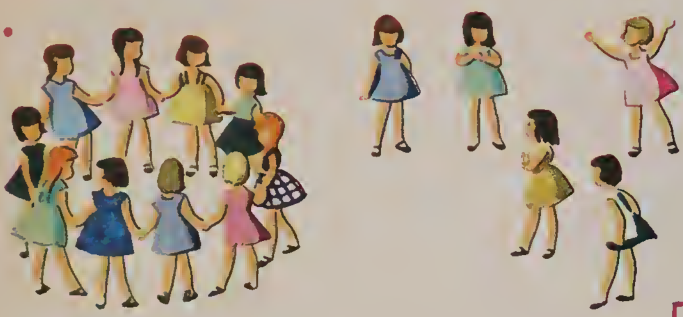
10 girls and 1 girl 11

2.



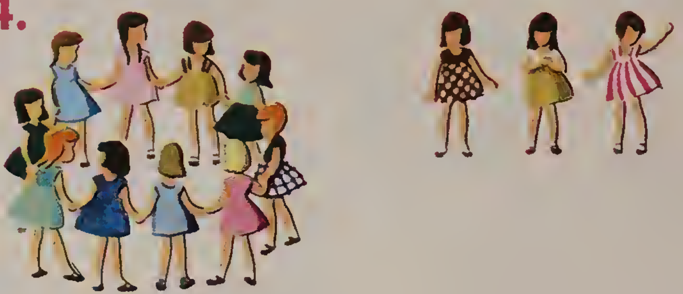
10 girls and 4 girls 14

3.



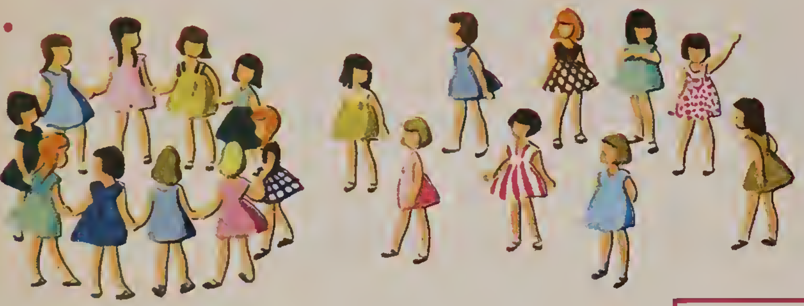
10 and ___ 15

4.



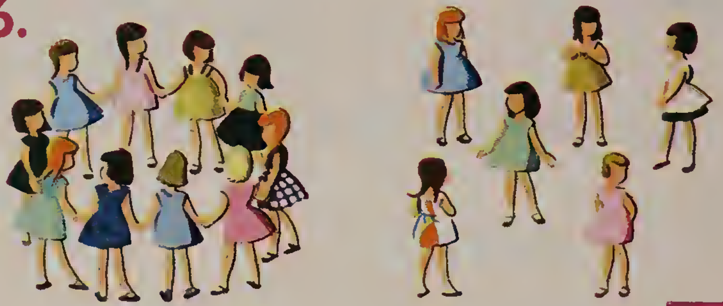
10 and ___ 13

5.



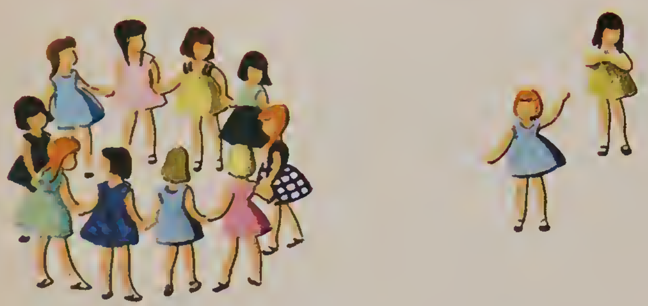
10 and ___ 19

6.



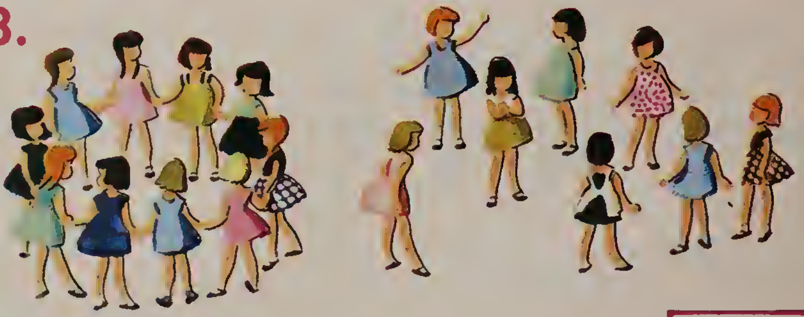
10 and ___ 16

7.



10 and ___ 12

8.



10 and ___ 18

10 and 1 ☐

10 and 2 ☐

10 and 3 ☐

10 and 4 ☐

10 and 5 ☐

10 and 6 ☐

10 and 7 ☐

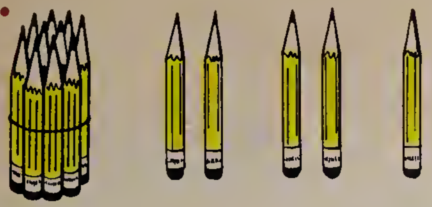
10 and 8 ☐

10 and 9 ☐

Tens and Ones

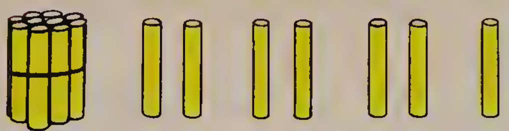
Working with base ten and place value

1.



10 and 5 15

2.



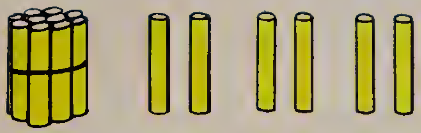
10 and 7 17

3.

Φ || ||

10 and 4 14

4.



1 ten and 6 ones 16

5.

Φ || |

___ ten and ___ ones 13

11 Φ |

1 ten and 1 one

12 Φ ||

___ ten and ___ ones

13

___ ten and ___ ones

14

___ ten and ___ ones

15

___ ten and ___ ones

16

___ ten and ___ ones

17

___ ten and ___ ones

18

___ ten and ___ ones

19

___ ten and ___ ones

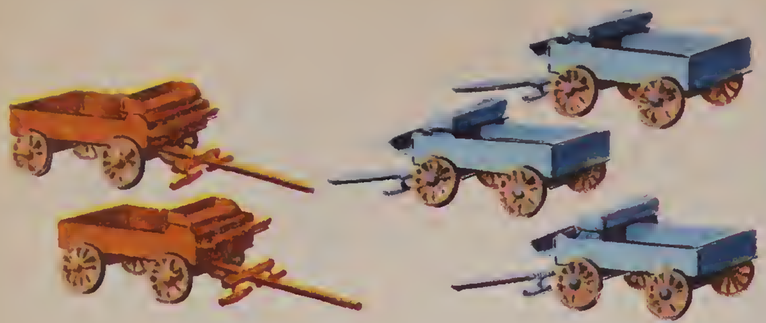
20 Φ Φ

2 tens and 0 ones

A Set and Two of Its Parts

Sets having as many as 5 members

1.



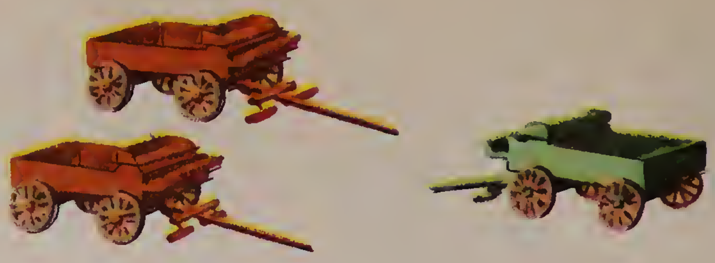
___ in the set

2 are red. 3 are blue.

5; 2 and 3

5; 3 and 2

2.



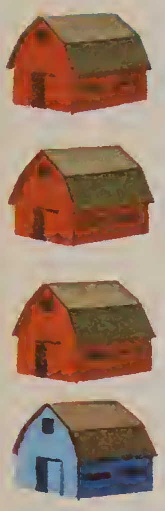
___ in the set

2 are red. 1 is green.

3; 2 and 1

3; 1 and ___

3.



___ in the set

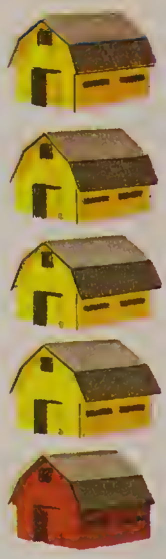
___ are red.

___ is blue.

4; 3 and ___

4; 1 and ___

4.



___ in the set

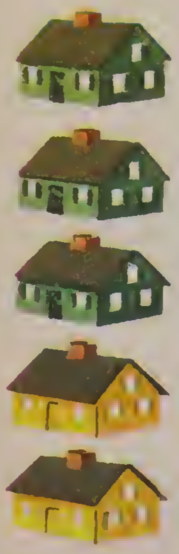
___ are yellow.

___ is red.

5; ___ and ___

5; ___ and ___

5.



___ in the set

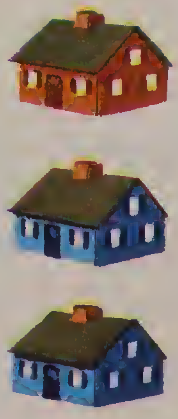
___ are green.

___ are yellow.

___; ___ and ___

___; ___ and ___

6.



___ in the set

___ is red.

___ are blue.

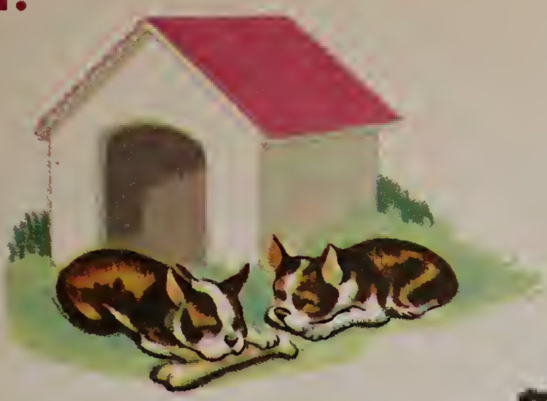
___; ___ and ___

___; ___ and ___

Pairs of A. Facts

Use of Commutative Property of Addition

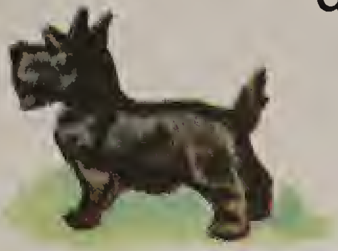
1.



2 dogs and 1 dog are 3 dogs.

1 dog and 2 dogs are 3 dogs.

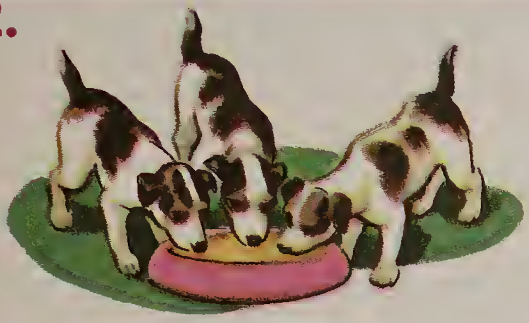
Finish to show the pair of addition facts.



$2 + 1 = \boxed{3}$

$1 + 2 = \boxed{3}$

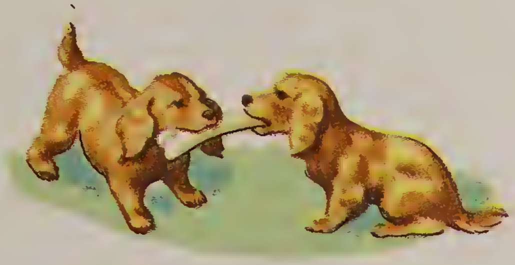
2.



3 dogs and 2 dogs are ___ dogs.

2 dogs and 3 dogs are ___ dogs.

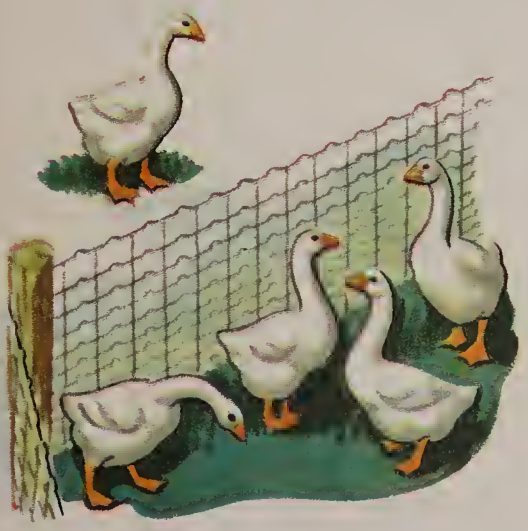
Finish to show the pair of A. facts.



3 + 2 = ⬡

2 + 3 = ⬡

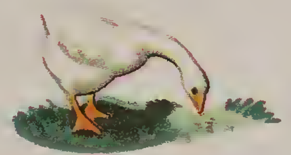
3.

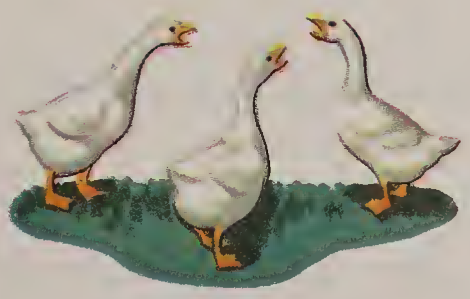


1 + 4 = ○

4 + 1 = ○

4.

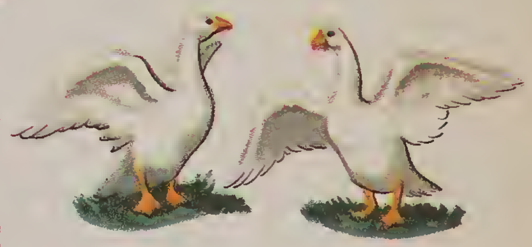


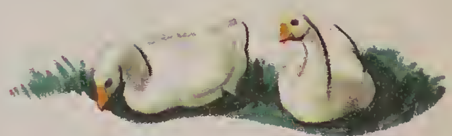


$\boxed{1}$ + ⬡ = △

3 + □ = △

5.



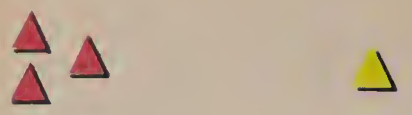


□ + □ = △

Working with Pairs of A. Facts

Use of Commutative Property of Addition

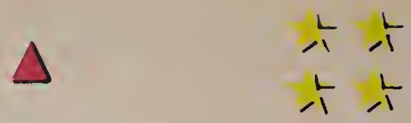
1.



○ 3 + △ 1 = □ 4

△ 1 + ○ 3 = □ 4

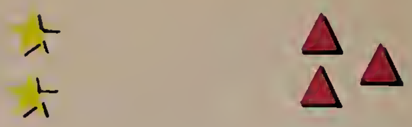
2.



△ + ⬡ = ○

⬡ + △ = ○

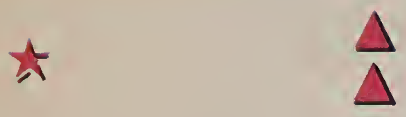
3.



⬡ + □ = ○

□ + ⬡ = ○

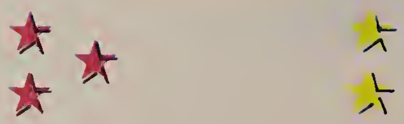
4.



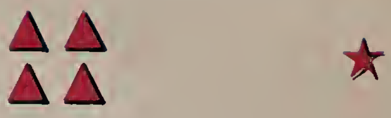
1 + 2 = 3

2 + 1 = 3

5.



6.



7.

1 + 3 = 4

3 + 1 = 4

8.

2 + 1 = ___

9.

3 + 2 = ___

10.

4 + 1 = ___

11.

2 + 3 = ___

12.

3 + 1 = ___

13. One addition fact.

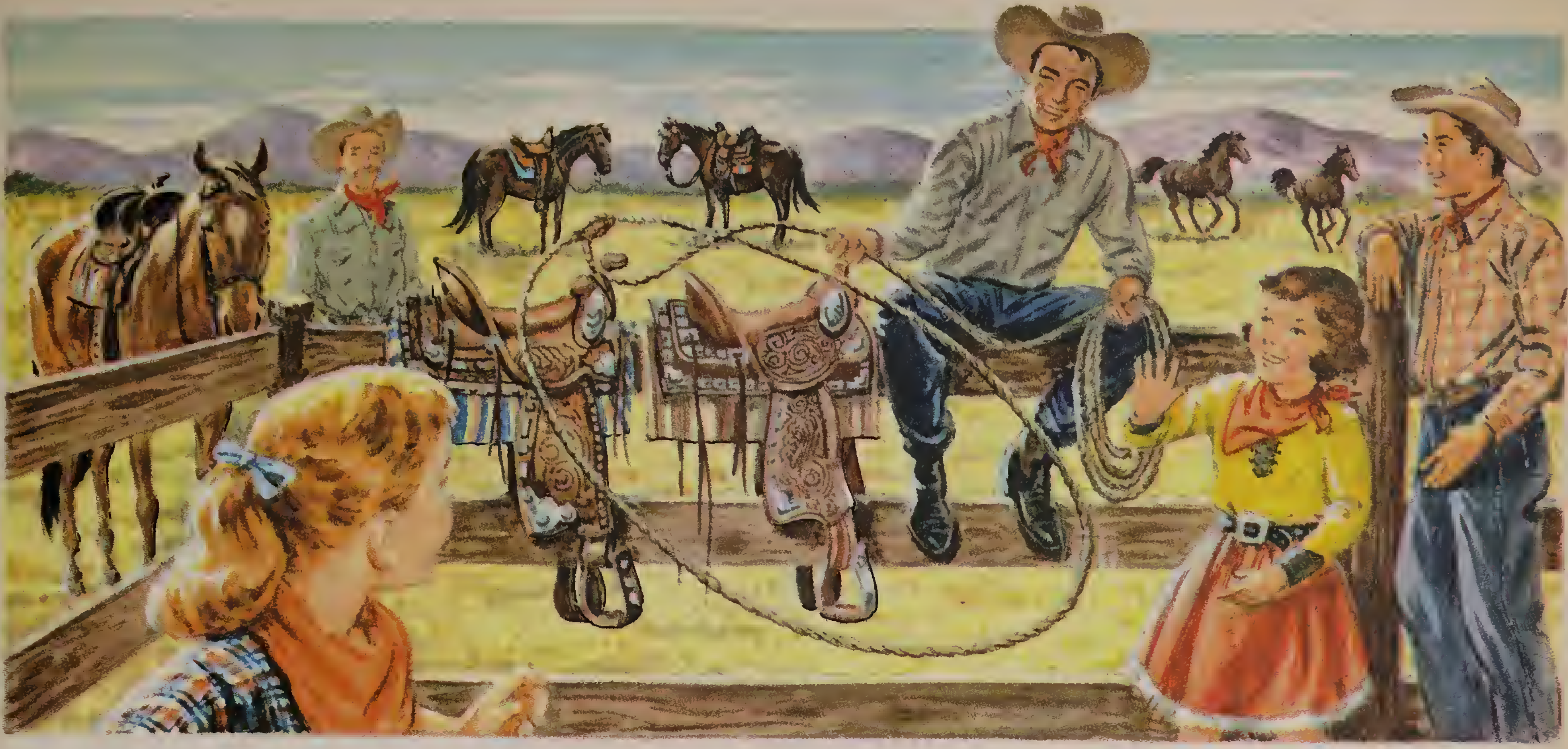
2 + 2 = ⬡

14. One addition fact.

1 + 1 = □

Using Addition

Problem-solving; multiple-choice addition practice



1. ___ cowboy and ___ cowboys are ___ cowboys.

2. ___ horses and ___ horses are ___ horses.

3. □ + ⬡ = △

4. △ + △ = ⬡

5.

6.

7. ●● ●● ●

8. ●● ●●●

9. ● ●●

4 + 1 = 3 [✓ 5]

1 + 3 = [✓ 4] 5

1 + 1 = 2 1

3 + 1 = 2 4

2 + 3 = 5 4

1 + 2 = 4 3

1 + 4 = 5 3

2 + 2 = 5 4

2 + 1 = 3 4

3 + 2 = 5 6

2 + 2 = 3 4

2 + 3 = 4 5

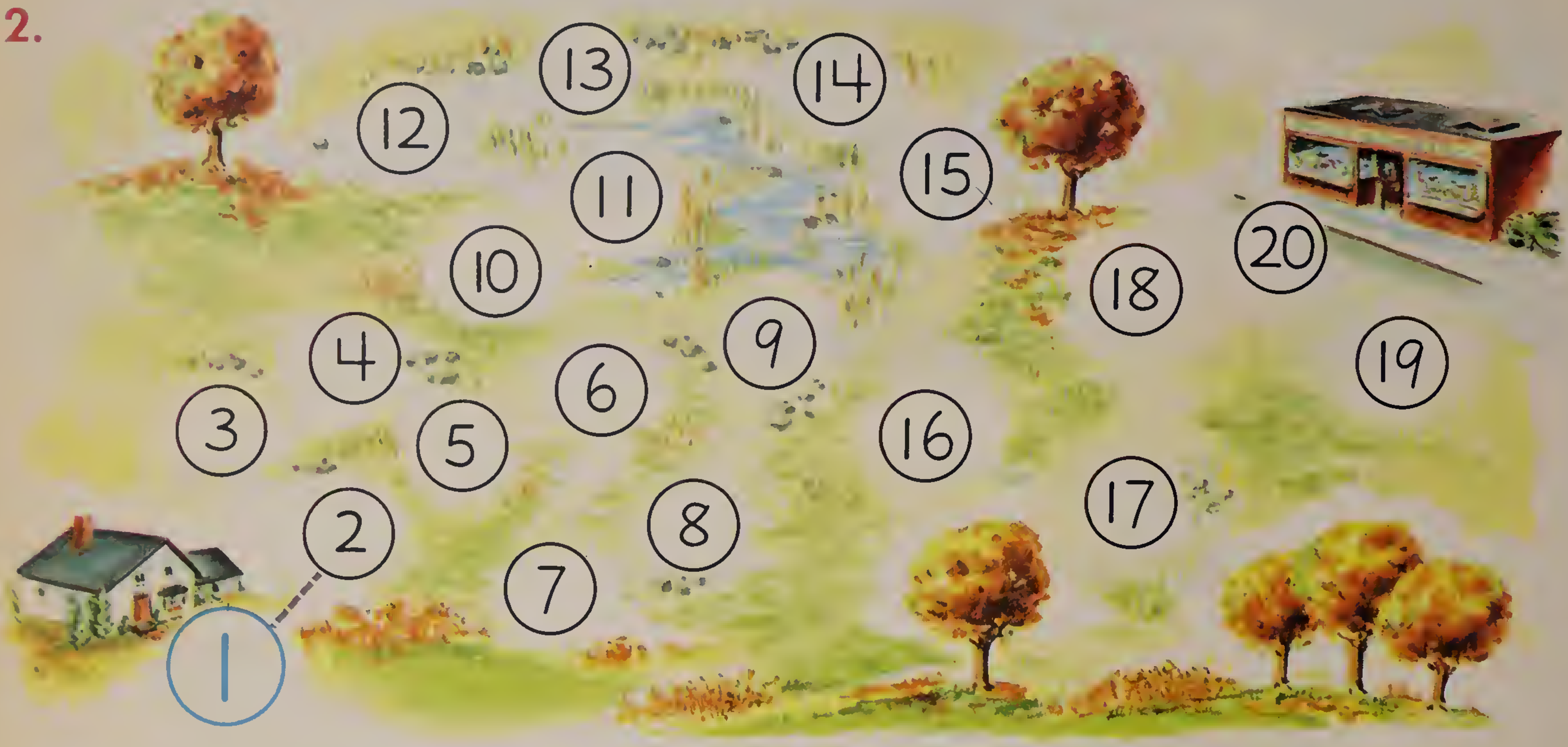
The Counting Numbers 1 through 20

Extending serial order

1.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

2.


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

3.

12	[✓ Yes]	No	16	Yes	No	7	Yes	No
2	Yes	No	6	Yes	No	1	Yes	No
8	Yes	No	11	Yes	No	20	Yes	No
13	Yes	No	17	Yes	No	14	Yes	No

4.

10	12	11	15
13	17	10	8
18	14	16	12
19	7	20	5
13	17	16	11

5.

12	15	11	18
20	10	16	13
14	17	19	15
18	9	12	20
17	11	19	16

Working with the Counting Numbers 1 through 20

Writing numerals 11 through 20; counting by 2's

1.

11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

2.

9 10 11 12 13

5 6 7 ____ ____

15 16 ____ ____ ____

10 ____ ____ ____ ____

14 ____ ____ ____ ____

17 ____ 19 ____

16 ____ ____ 19 ____

____ 13 14 ____ ____

3. Count by 2's.

2 4 6 8 10

12 14 16 18 20

4. Count by 2's.

2 4 ____ ____ ____

12 14 ____ ____ ____

6 8 ____ ____ ____ ____

8 ____ ____ ____ ____ ____

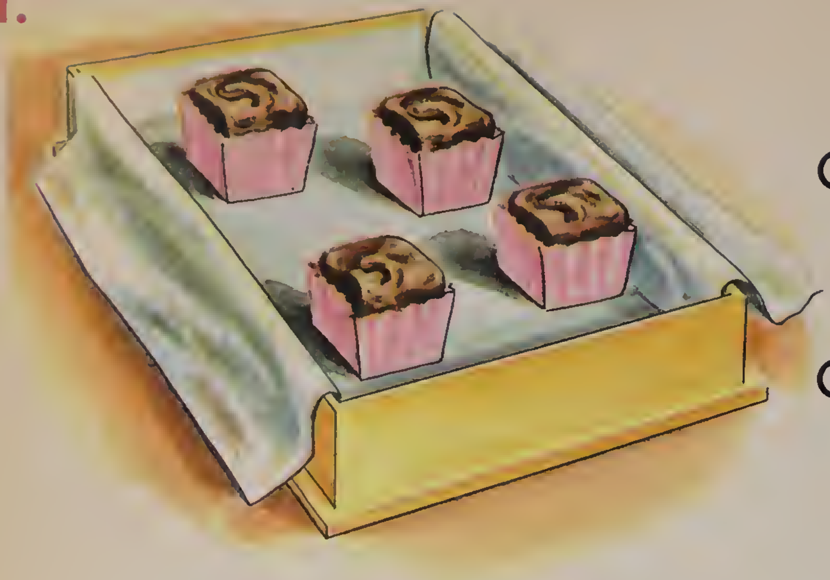
4 ____ ____ ____ ____ ____

10 ____ ____ ____ ____ ____

Pairs of S. Facts

Related subtraction facts

1.



___ in the set

Cover 1. What is the S. fact?

4 − 1 = 3

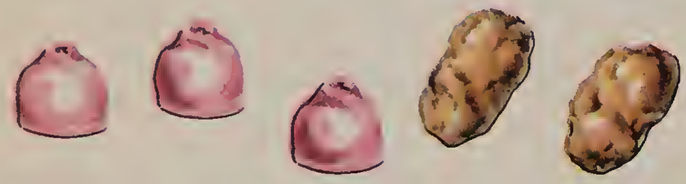
Cover 3. What is the S. fact?

4 − 3 = 1

4 − 1 = 3 and 4 − 3 = 1 are a pair of S. facts.

2. Show the pairs of subtraction facts.

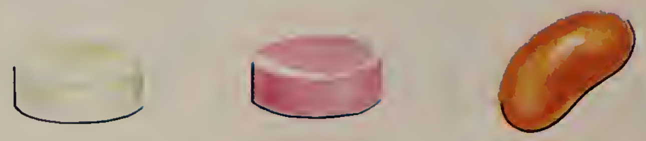
a.



Cover 1. □ − ⬡ = ○

Cover 4. □ − ○ = ⬡

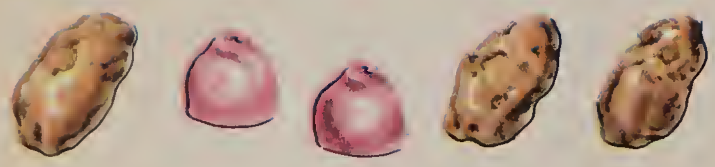
b.



Cover 2. ○ − □ = ⬡

Cover 1. ○ − ⬡ = □

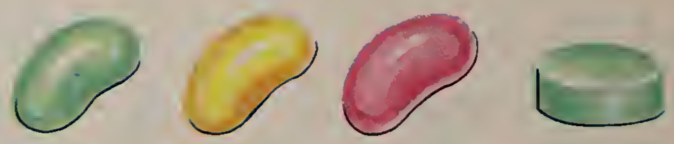
c.



Cover 2. ___ − ___ = ___

Cover 3. ___ − ___ = ___

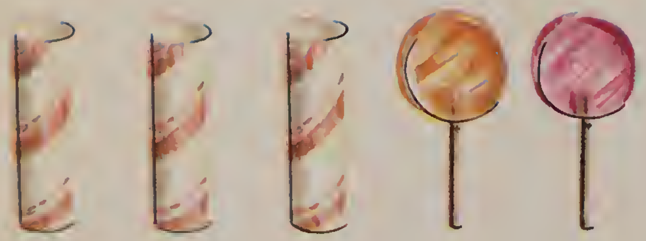
d.



Cover 3. ___ − ___ = ___

Cover 1. ___ − ___ = ___

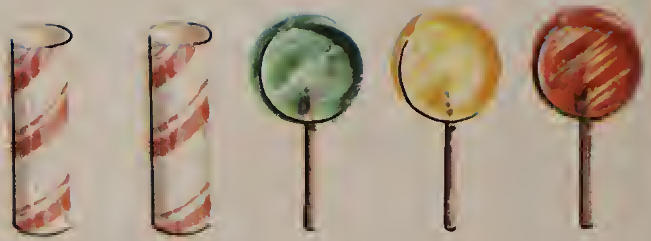
e.



Cover 4. ___________

Cover 1. ___________

f.



Cover 3. ___________

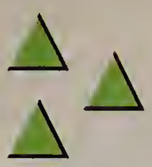
Cover 2. ___________

Working with Pairs of S. Facts

Related subtraction facts

1. What are the pairs of subtraction facts?

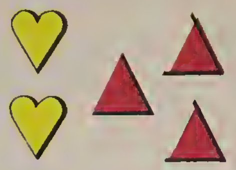
a.



Cover 1. ○3 − ⬡1 = □2

Cover 2. ○3 − □2 = ⬡1

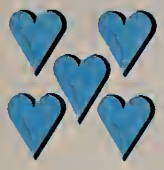
b.



Cover 3. □ − ⬡ = △

Cover 2. □ − △ = ⬡

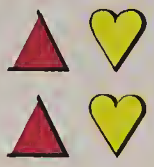
c.



Cover 1. ____________

Cover 4. ____________

d.



Cover 3. ____________

Cover 1. ____________

2. What are the pairs of S. facts? Draw pictures.

a.

4 − 1 = 3

4 − 3 = 1

b.

5 − 2 = ___

____

c.

5 − 4 = ___

____

d.

3 − 2 = ___

____

e.

5 − 3 = ___

____

f.

5 − 1 = ___

____

3. One S. fact. Draw a picture.

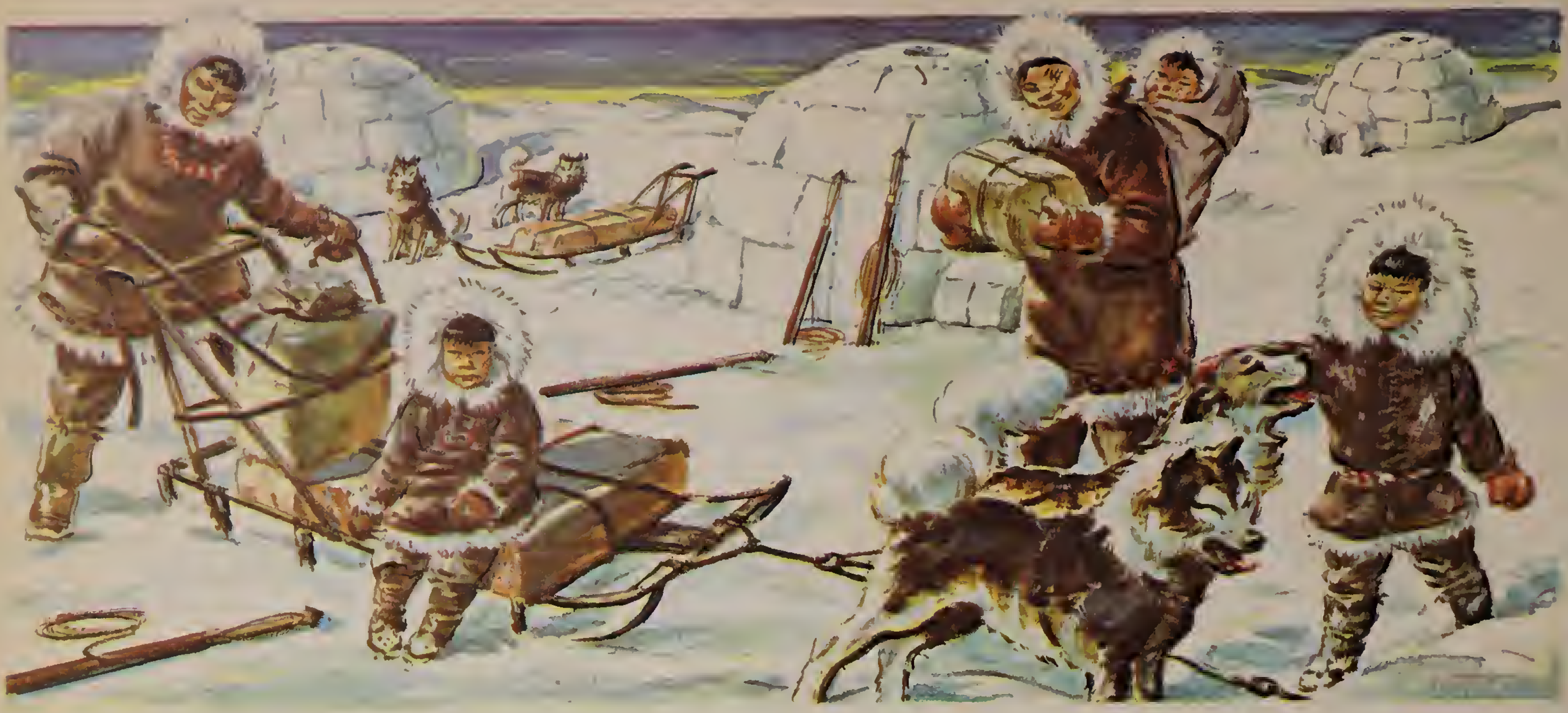
2 − 1 = □

4. One S. fact. Draw a picture.

4 − 2 = ⬡

Using Subtraction

Problem-solving; multiple-choice subtraction practice



1. ___ Eskimos take away ___ Eskimos is ___ Eskimos.

2. ___ dogs take away ___ dogs is ___ dogs.

3. △ − □ = ○

4. □ − △ = ⬡

5.

6.

7.

● ●
●
● ●

Cover 2. ______________

Cover 3. ______________

8.

● ●

● ●

Cover 3. ______________

Cover 1. ______________

5 − 2 = 2 [✓ 3]

4 − 3 = [✓ 1] 2

5 − 1 = 4 3

3 − 1 = 1 2

4 − 1 = 3 5

2 − 1 = 3 1

4 − 2 = 2 1

5 − 2 = 3 2

3 − 2 = 2 1

5 − 4 = 1 2

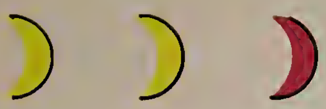
5 − 3 = 2 3

3 − 2 = 1 4

Do You Know?

Unit test

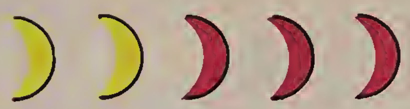
1.



___; ___ and ___

___; ___ and ___

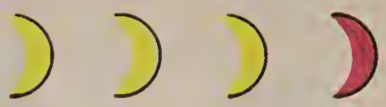
2.



___; ___ and ___

___; ___ and ___

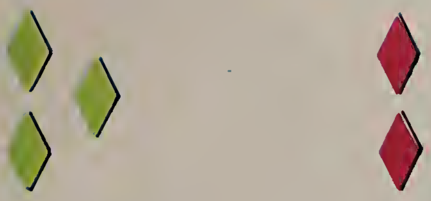
3.



___; ___ and ___

___; ___ and ___

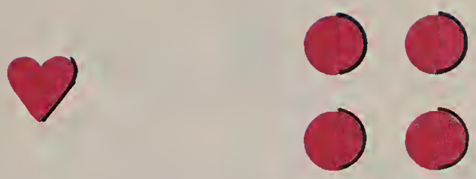
4.



___ + ___ = ___

___ + ___ = ___

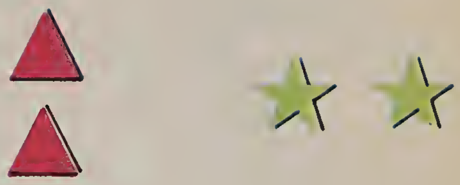
5.



___ + ___ = ___

___ + ___ = ___

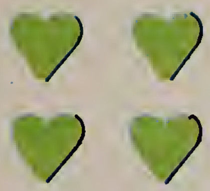
6.



___ + ___ = ___

___ + ___ = ___

7.



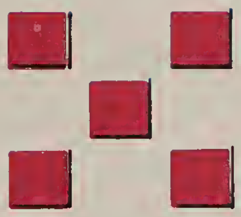
Cover 3.

___ − ___ = ___

Cover 1.

___ − ___ = ___

8.



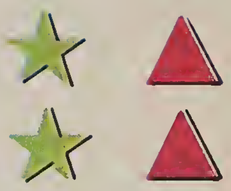
Cover 2.

___ − ___ = ___

Cover 3.

___ − ___ = ___

9.



Cover 1.

___ − ___ = ___

Cover 3.

___ − ___ = ___

10.

4 6 8 ___ ___

8 10 ___ ___ ___

11.

Which is greater? 6 or 9

Which is less? 0 or 1

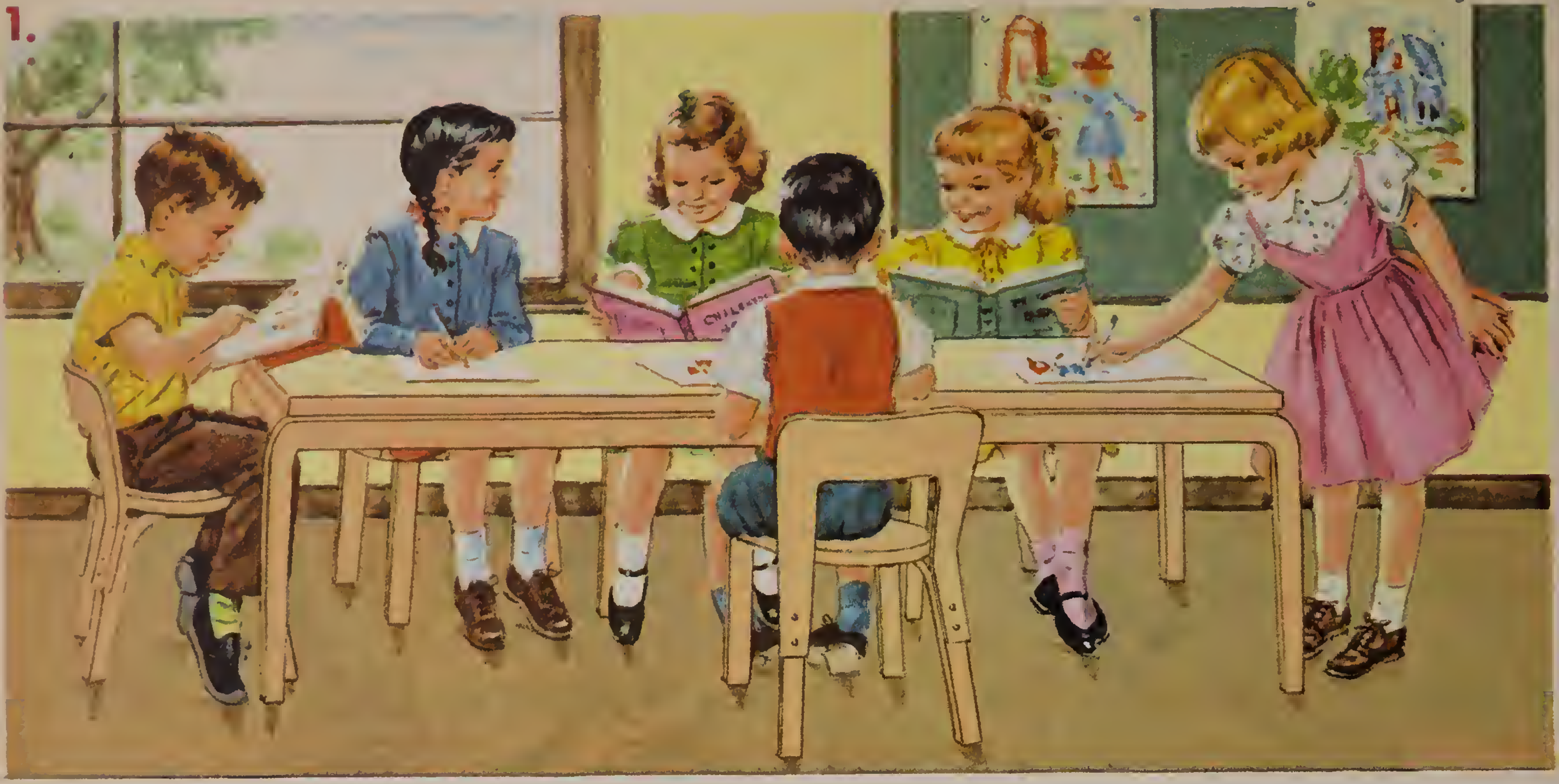
12.

ϕ ϕ	___ tens and ___ ones	

Two Parts of a Set of 6

Separating a set into two subsets

1.



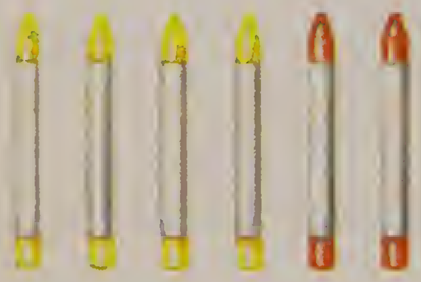
6 children in the set

___ with chairs ___ with no chair

6; 5 and 1

6; 1 and ___

2.



___ in the set

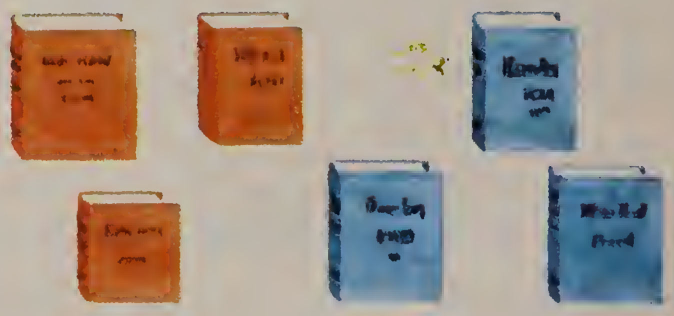
___ are yellow crayons.

___ are red crayons.

6; ___ and ___

6; ___ and ___

3.



___ in the set

___ are red books.

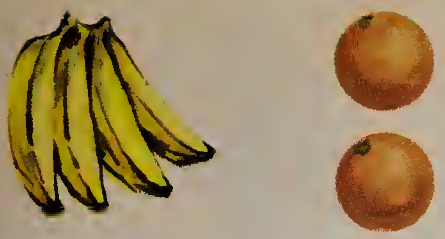
___ are blue books.

6; ___ and ___

Working with Parts of a Set of 6

Separating a set into two subsets

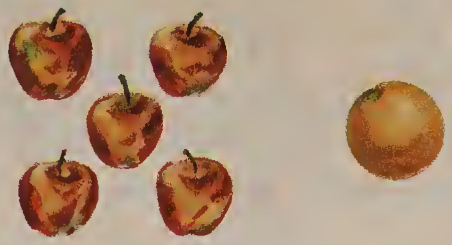
1.



6; 4 and ___

6; 2 and ___

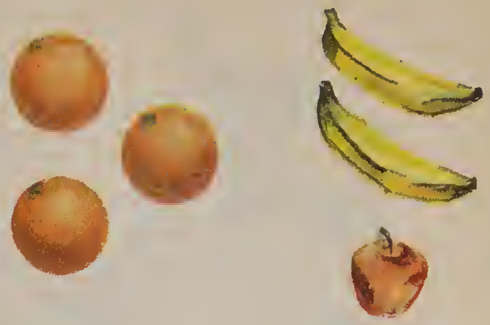
2.



6; ___ and ___

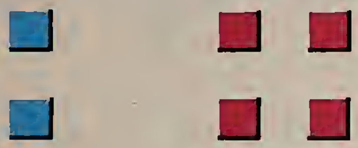
6; ___ and ___

3.



___; ___ and ___

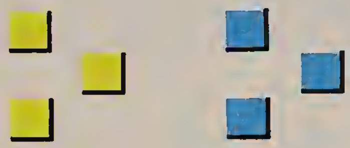
4.



___; ___ and ___

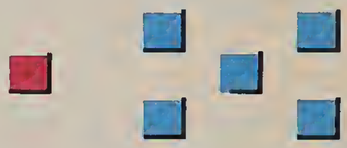
___; ___ and ___

5.



___; ___ and ___

6.



___; ___ and ___

___; ___ and ___

7. Finish the work.

6; 1 and ___ 6; 2 and ___ 6; 3 and ___

6; ___ and ___ 6; ___ and ___

8. Finish the work to show pairs of facts.

a. 3 + 1 = □ **b.** 3 + 2 = ○ **c.** 5 − 1 = ⬡ **d.** 3 − 1 = ⬡

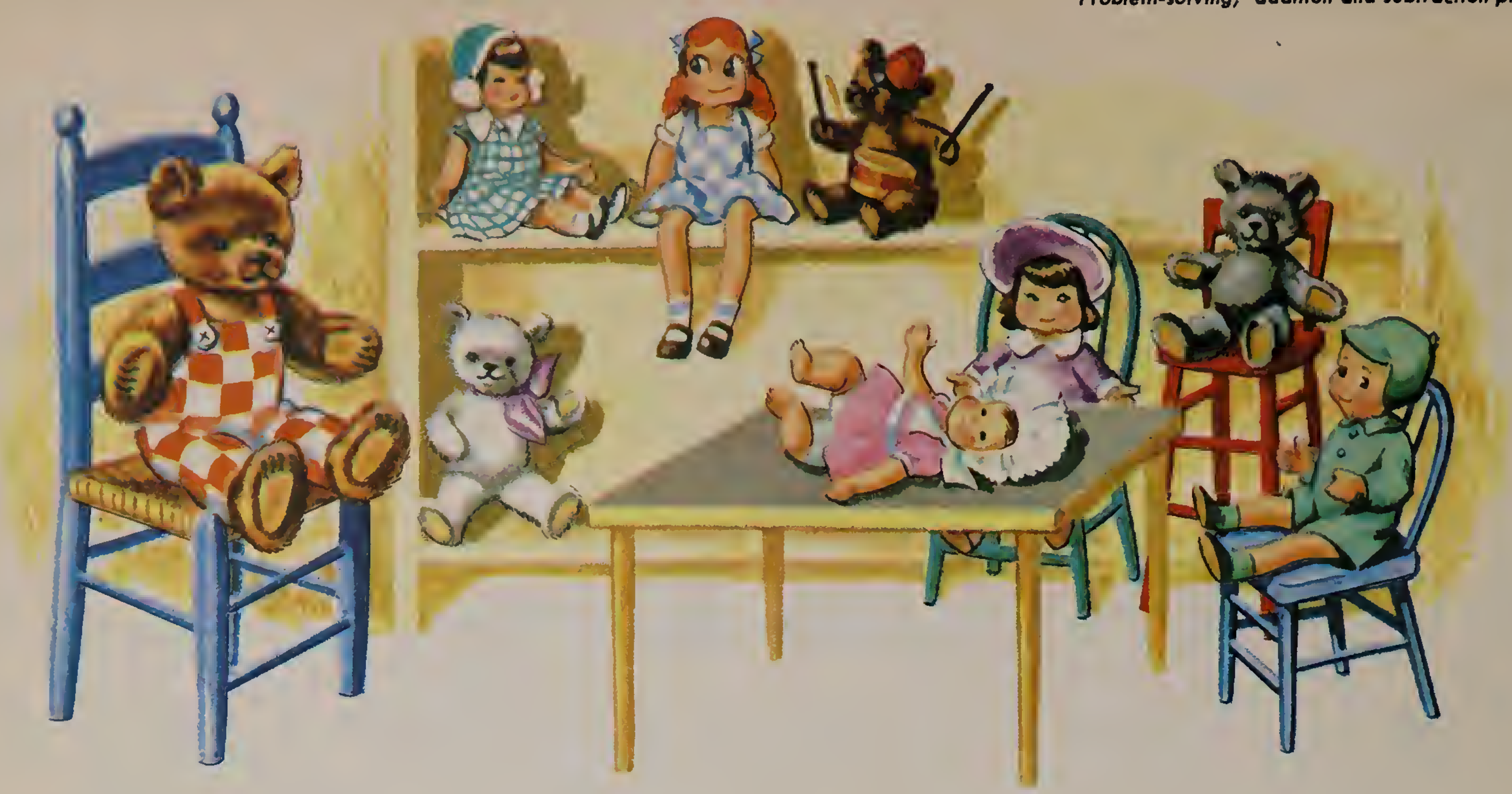
___ ___ ___ ___

9. Write the answers. 2 + 3 = □ 2 + 1 = ○ 4 + 1 = ⬡

10. Write the answers. 4 − 1 = △ 5 − 4 = □ 5 − 2 = ⬡

Using Addition and Subtraction

Problem-solving; addition and subtraction practice



1. ☐ ______ + ______ = ______ ___ dolls

2. ☐ ______ − ______ = ______ ___ dolls

3. ☐ ______________________ ___ bears

4. ☐ ______________________ ___ bears

5. ☐ ______________________ ___ hats

2 + 2 = □ 1 + 2 = ⬡ 4 + 1 = △ 3 + 2 = ○

1 + 4 = ⬡ 2 + 3 = □ 2 + 1 = ○ 1 + 3 = ⬡

5 − 1 = ○ 4 − 3 = △ 5 − 3 = □ 3 − 2 = △

2 − 1 = △ 5 − 4 = ○ 4 − 1 = ⬡ 5 − 2 = □

Learning about Coins

Values of sets of coins

cent	nickel	dime
1 cent 1¢	5 cents 5¢	10 cents 10¢
5 cents or 5¢	10 cents or 10¢	2 nickels or 10¢

1. 1 nickel or ___ cents

1 dime or ___ cents

1 dime or ___ nickels

2. 2 cents and 1 cent are ___ cents.

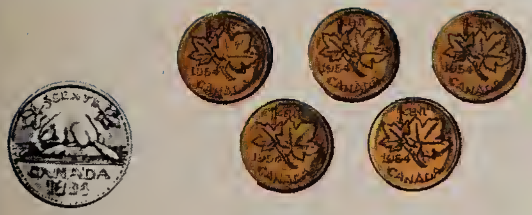
3 cents and 2 cents are ___ cents.

2 cents and 2 cents are ___ cents.

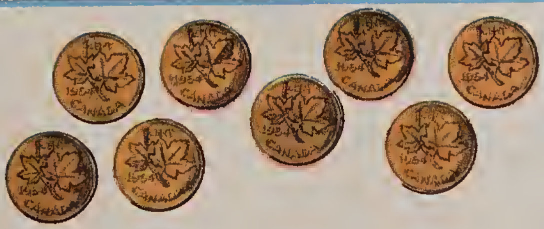
3. 10 cents and 1 cent are 11 cents. 11¢

10 cents and 7 cents are ___ cents. ___¢

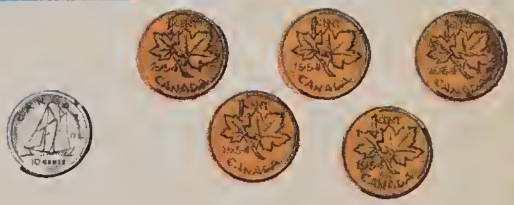
10 cents and 5 cents are ___ cents. ___¢



___¢

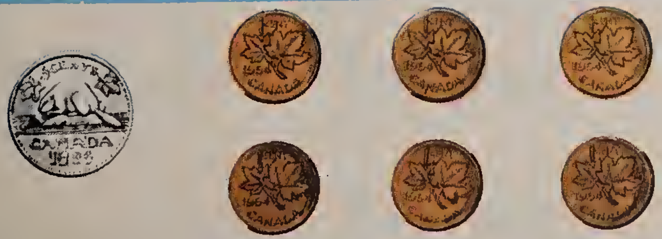


___¢

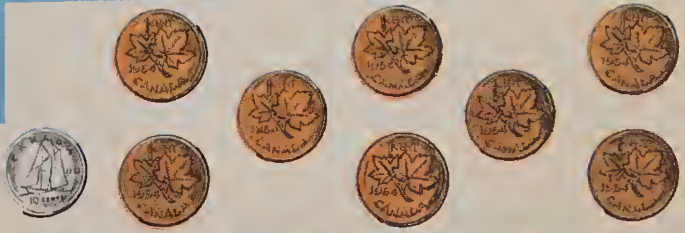


___¢

7¢



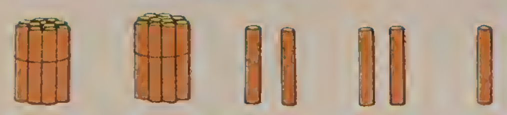
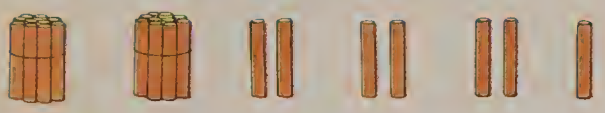
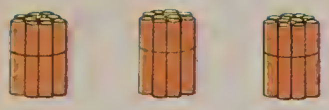
16¢



The Counting Numbers through 30

Extending work with base ten and place value

1. Finish the work.

	2 tens and 5 ones	25
	___ tens and ___ ones	27
	___ tens and ___ ones	30

2. Write the numerals.

Φ Φ || ||	24
Φ Φ || || || ||	28
Φ Φ || || ||	

3. Make Φ's and I's.

21	Φ Φ |
20	
25	

4. Finish the work.

26	2 tens and 6 ones
24	___ tens and ___ ones

30	___ tens and ___ ones
28	___ tens and ___ ones

5. Write the numerals.

2 tens and 7 ones

2 tens and 3 ones

1 ten and 8 ones

2 tens and 5 ones

1 ten and 3 ones

2 tens and 6 ones

2 tens and 9 ones

2 tens and 4 ones

Working with the Counting Numbers through 30

Extending serial order; writing numerals through 30

1.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

2.

21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

3. What are the numbers?

16 17 18 19 ___

22 23 ___ ___ 26

10 ___ ___ ___ ___

26 ___ ___ ___ ___

___ 20 ___ 22 ___

4.

4	6	9	2	17	24	5	12
5	11	8	13	10	30	20	1
16	15	17	7	22	11	19	28
29	19	30	20	5	15	22	14

5. What are the numbers?

2 tens and 1 one ☐

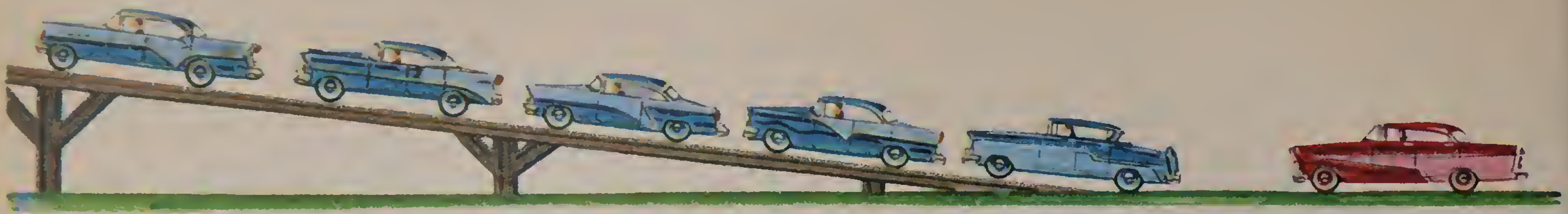
2 tens and 5 ones ☐

3 tens and 0 ones ☐

The Pair of A. Facts Using Five, One, and Six

Use of Commutative Property of Addition

1.



___ blue cars ___ red car Finish the work.

5 cars and 1 car are ___ cars. 5 + 1 = □

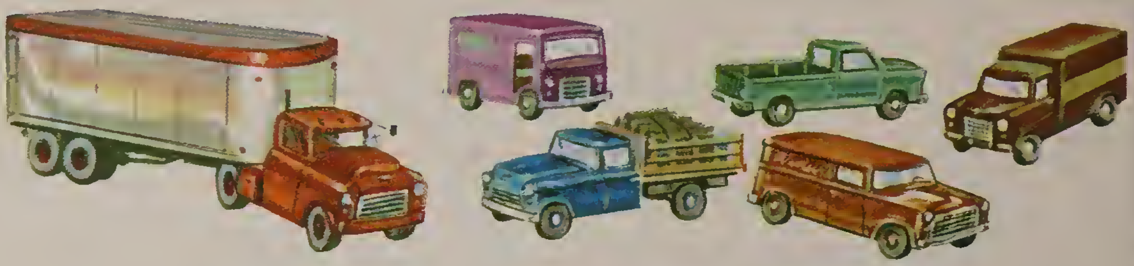
1 car and 5 cars are ___ cars. 1 + 5 = □

5 + 1 = 6 and 1 + 5 = 6 are a pair of A. facts.

2.

___ big truck

___ little trucks

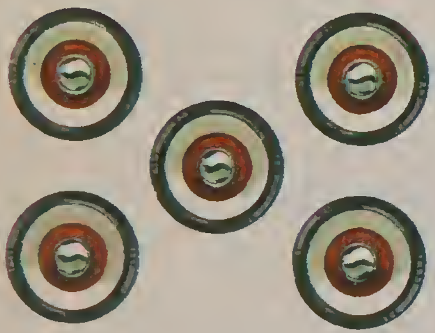


Finish the work.

1 truck and ___ trucks are ___ trucks. ⬡ + ○ = □

5 trucks and ___ truck are ___ trucks. ○ + ⬡ = □

3. How many are here? ___ Draw 1.

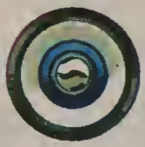


What is the pair of A. facts?

5 + ___ = ___

1 + ___ = ___

4. How many are here? ___ Draw 5.



Show the pair of A. facts.

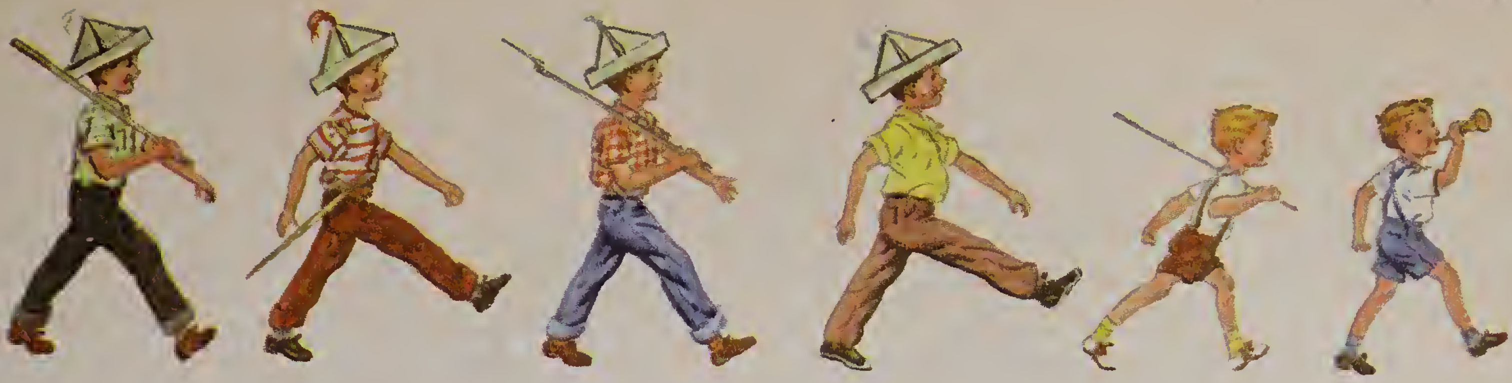
___

___

The Pair of A. Facts Using Four, Two, and Six

Use of Commutative Property of Addition

1.



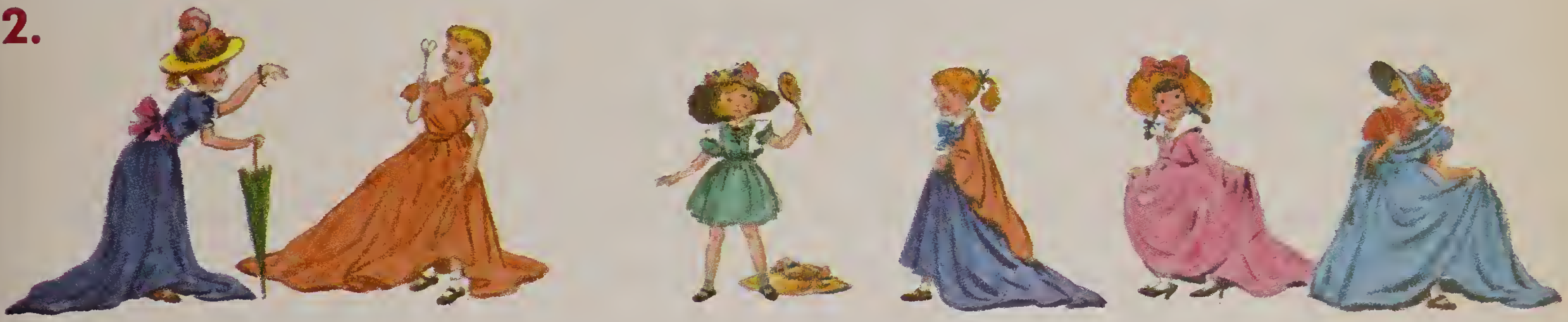
___ big boys ___ little boys Finish the work.

4 boys and 2 boys are ___ boys. 4 + 2 = ⬡

2 boys and 4 boys are ___ boys. 2 + 4 = ⬡

4 + 2 = 6 and 2 + 4 = 6 are a pair of A. facts.

2.



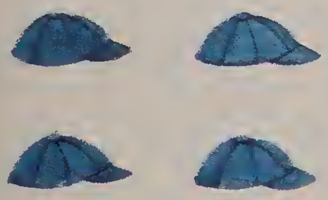
___ big girls ___ little girls Finish the work.

2 girls and ___ girls are ___ girls. △ + ○ = ⬡

4 girls and ___ girls are ___ girls. ○ + △ = ⬡

---

3. How many are here? ___ Draw 2.

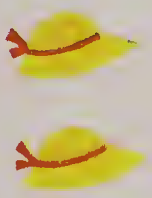


What is the pair of A. facts?

___ + ___ = ___

___ + ___ = ___

4. How many are here? ___ Draw 4.



Show the pair of A. facts.

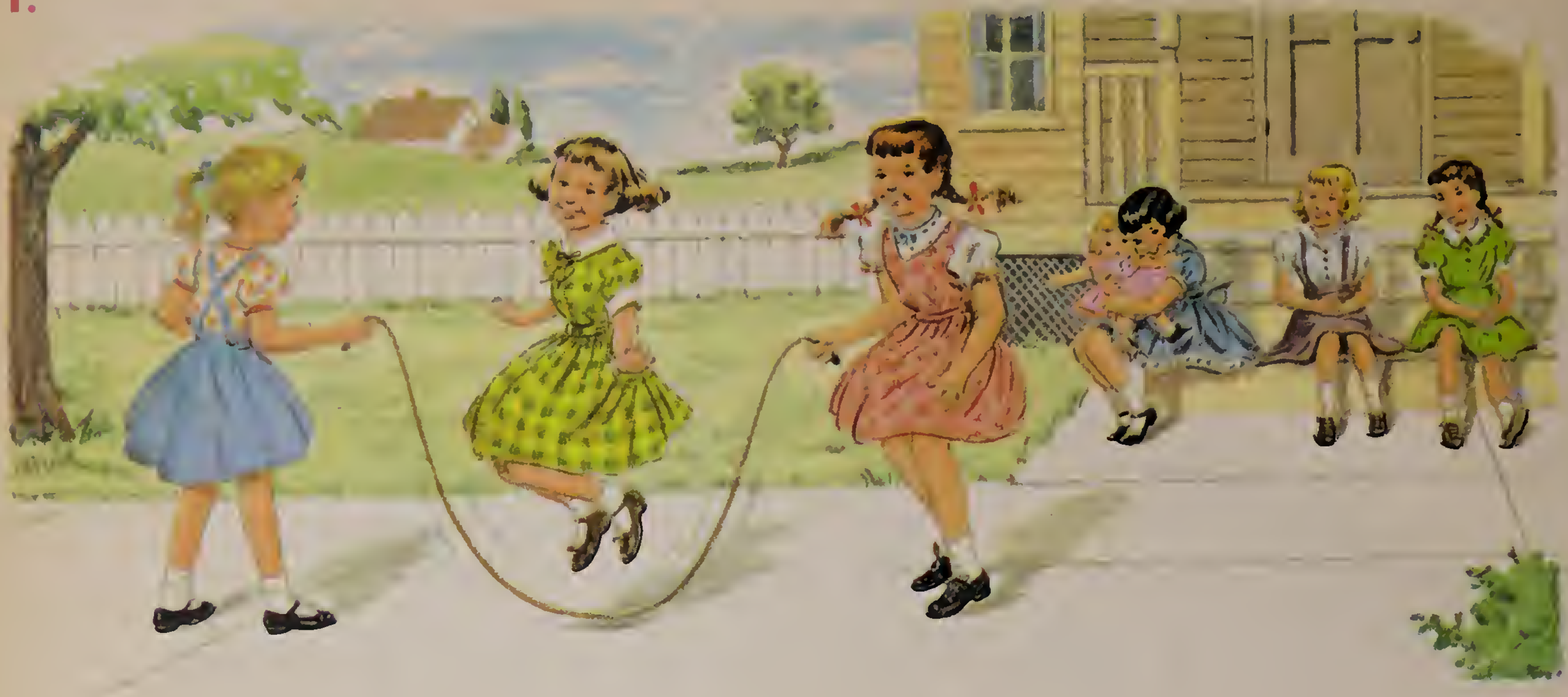
____

____

The One A. Fact Using Three, Three, and Six

Use of Commutative Property of Addition

1.



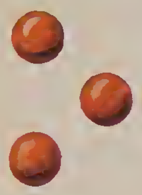
___ girls playing   ___ girls not playing   Finish the work.

3 girls and ___ girls are ___ girls.   3 + ⬡ = ○

Is there a pair of A. facts for 3, 3, and 6?   Yes   No

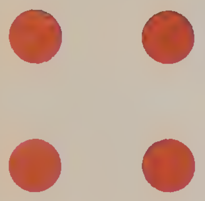
---

2. How many are there? ___   Draw 3.   What is the A. fact?



☐ + ☐ = ○

3. How many dots are there? ___   Draw 2.

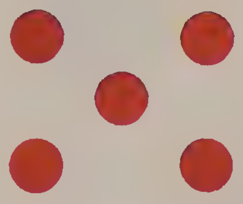


What is the pair of A. facts?

___ + ___ = ___

___

4. How many dots are there? ___   Draw 1.



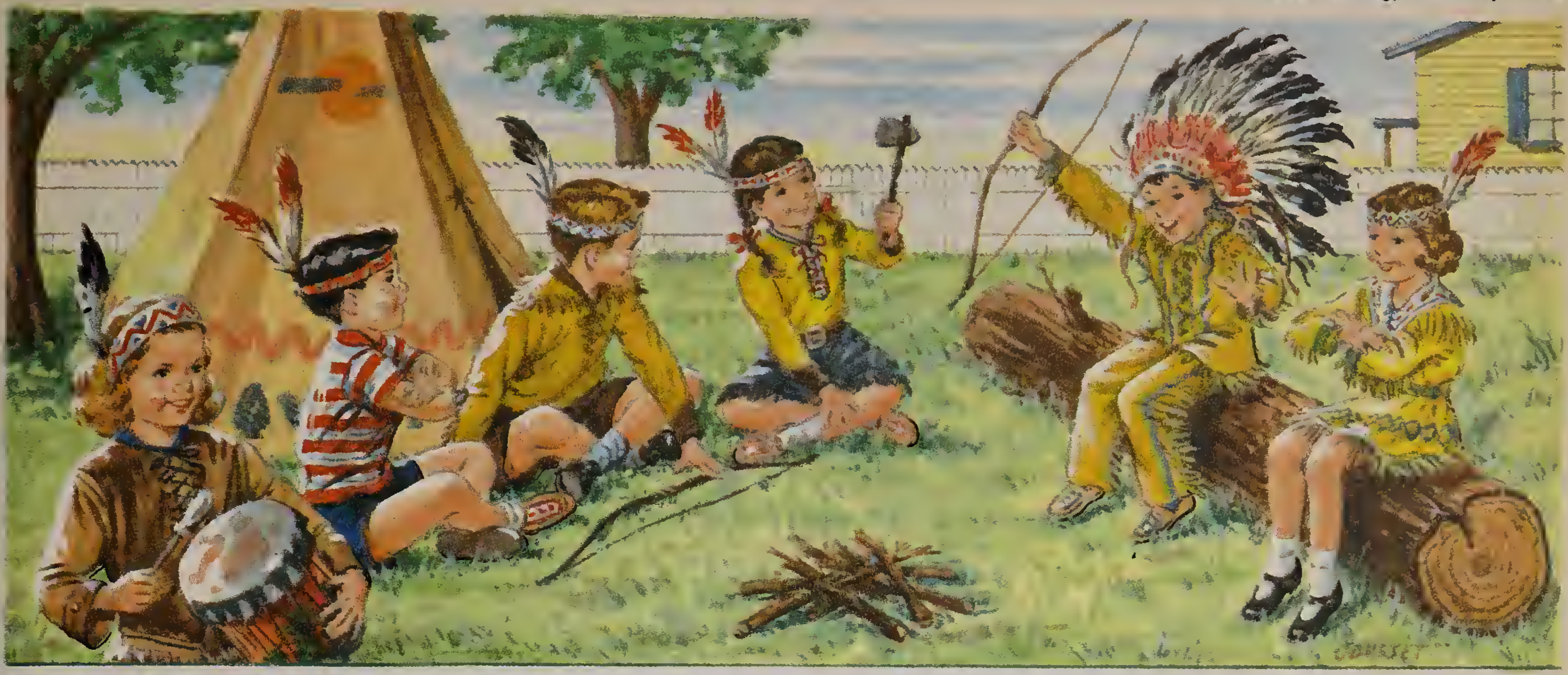
What is the pair of A. facts?

___ + ___ = ___

___

Using Addition

Problem-solving; addition practice



1. ___ Indians and ___ Indians are ___ Indians.

2. ___ Indians and ___ Indians are ___ Indians.

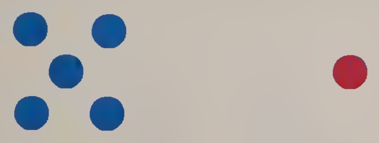
3. □ + ⬡ = △

4. ○ + ⬡ = □

5.

6.

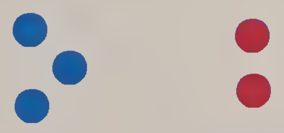
7.



___

___

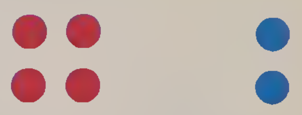
8.



___

___

9.



___

___

4 + 2 = 2 [✓ 6]

2 + 3 = 5 6

1 + 5 = 6 4

5 + 1 = □

1 + 4 = ○

3 + 2 = ⬡

3 + 3 = ○

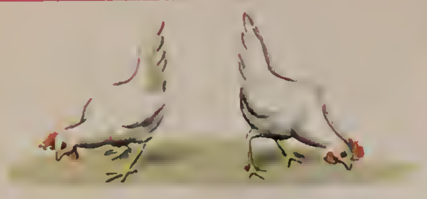
3 + 1 = ⬡

2 + 4 = □

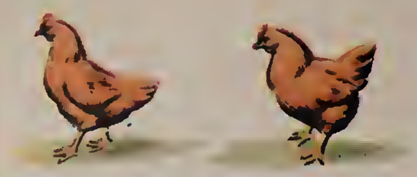
Joining Three Sets

Readiness for use of Associative Property of Addition

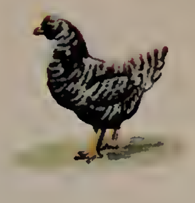
1.



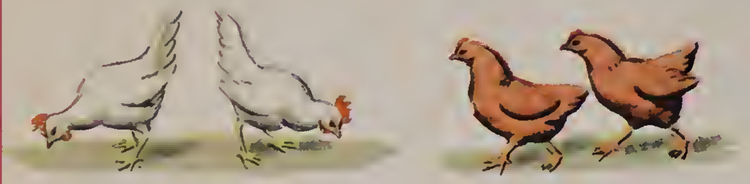
___ hens



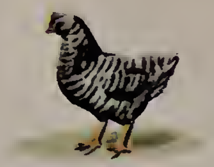
___ hens



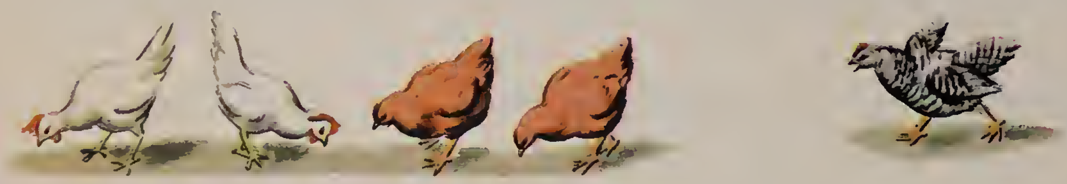
___ hen



___ hens and ___ hens are ___ hens.



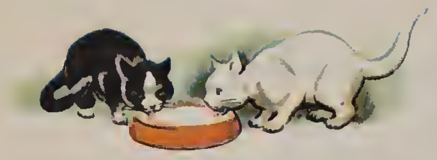
___ hen



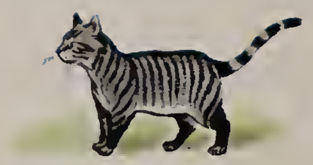
___ hens and ___ hen are ___ hens.

2 hens and 2 hens and 1 hen are ___ hens.

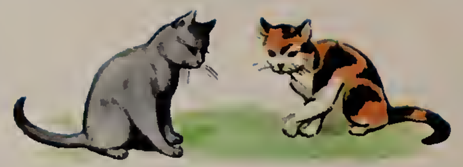
2.



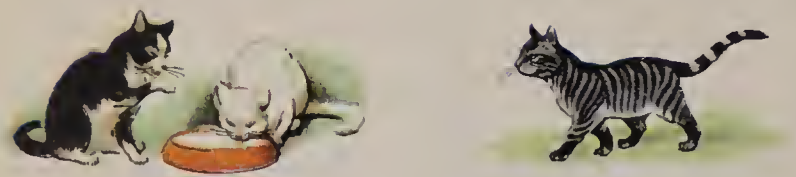
___ cats



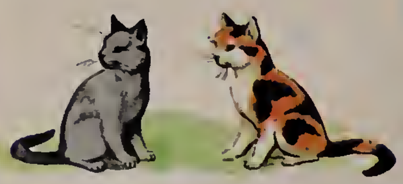
___ cat



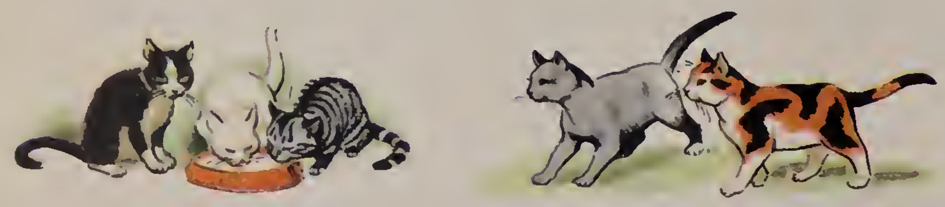
___ cats



___ cats and ___ cat are ___ cats.



___ cats



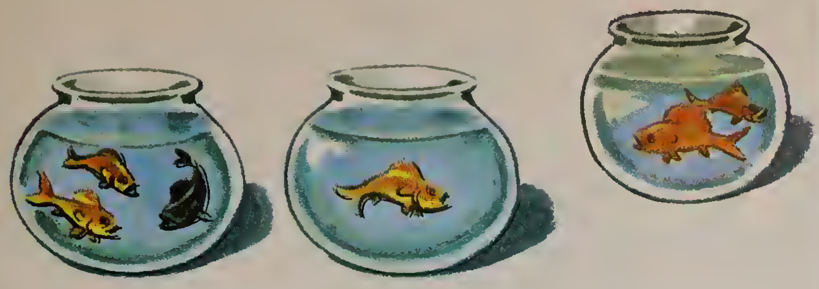
___ cats and ___ cats are ___ cats.

2 cats and 1 cat and ___ cats are ___ cats.

Adding Three Numbers

Addition, a binary operation; use of Associative Property of Addition

1.



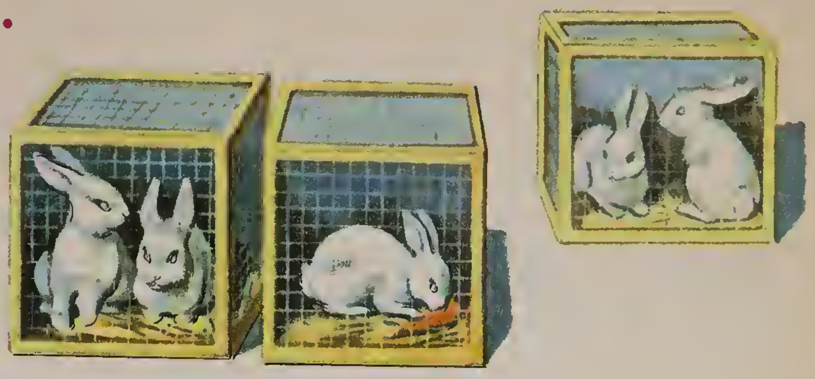
Finish the work.

3 + ___ = ___

4 + ___ = ___

3 + ___ + ___ = ___

2.



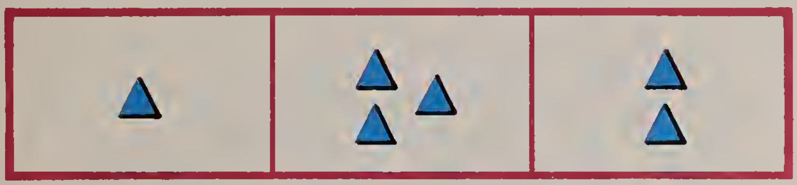
Write the work.

___ + ___ = ___

___ + ___ = ___

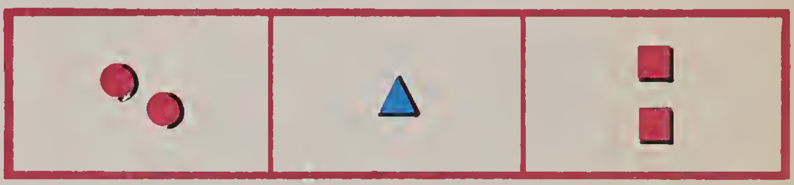
___ + ___ + ___ = ___

3.



___ + ___ + ___ = ___

4.



___ + ___ + ___ = ___

5

1 + 3 + 1 = ☐

6.

2 + 1 + 2 = ☐

7.

1 + 2 + 3 = ☐

8.

1 + 1 + 2 = ☐

9. 1 + 1 + 3 = ☐

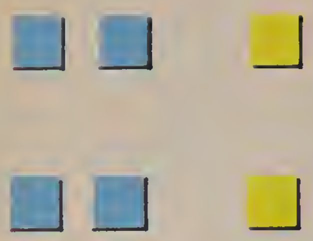
10. 2 + 2 + 1 = ☐

11. 2 + 1 + 1 = ☐

12. 2 + 1 + 2 = ☐

Do You Remember?

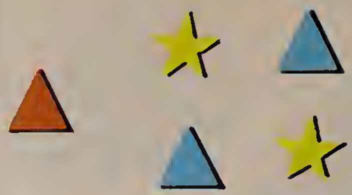
1.



___ + ___ = ___

___ + ___ = ___

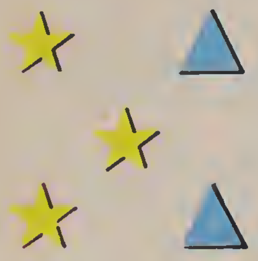
2.



___ + ___ = ___

___ + ___ = ___

3.



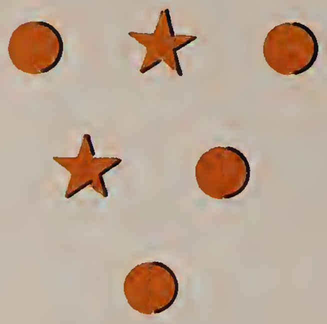
Cover 2.

___ − ___ = ___

Cover 3.

___ − ___ = ___

4.



Cover 4.

___ − ___ = ___

Cover 2.

___ − ___ = ___

5.

24	___ tens and ___ ones		3 tens and 0 ones

6. 16 17 ___ ___ ___

26 27 ___ ___ ___

22 ___ 24 ___ ___

17 ___ 19 ___ ___

7.

14	29	26	21	20	15	23	29
17	28	9	22	27	18	25	6
24	25	15	10	26	20	14	27
23	11	7	28	5	22	10	30

8. Count by 2's.

2 4 ___ ___ ___

6 ___ ___ ___ ___

10 ___ ___ ___ ___

12 ___ ___ ___ ___

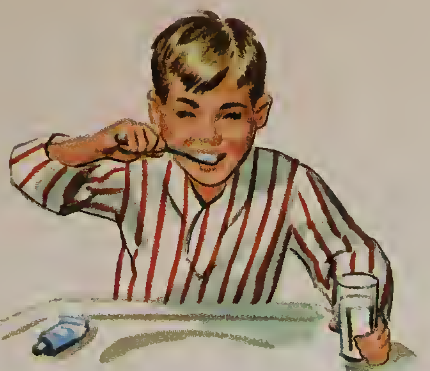
4 ___ ___ ___ ___

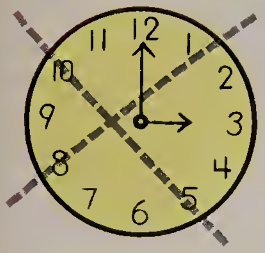
8 ___ ___ ___ ___

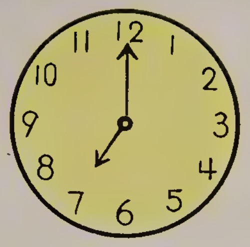
Telling Time

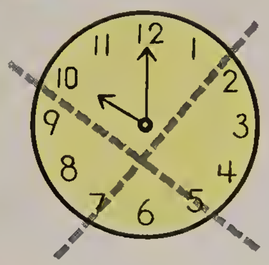
Telling time on the hour

1.

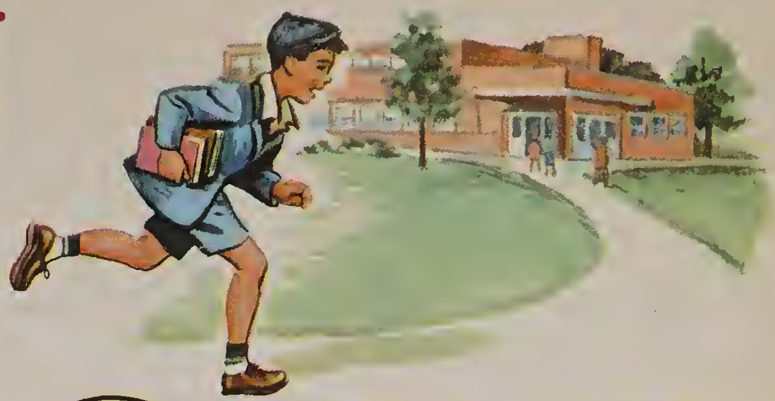


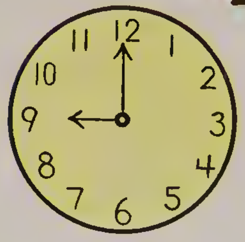


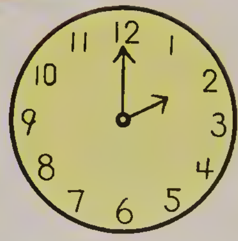


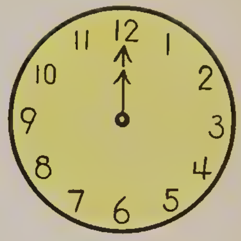


2.

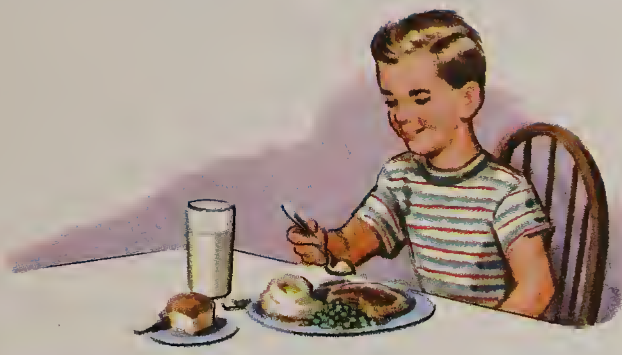


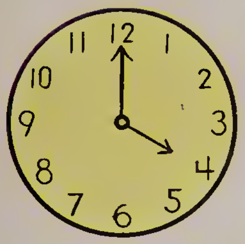


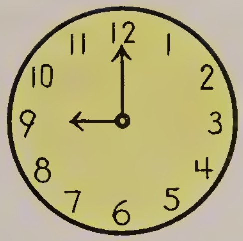


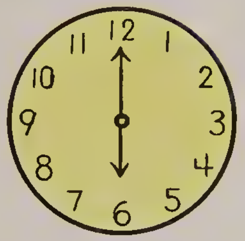


3.

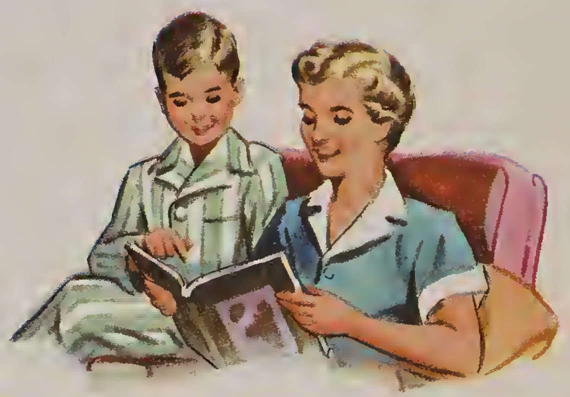


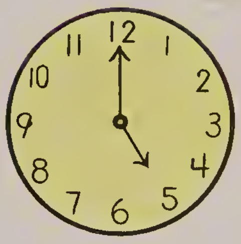


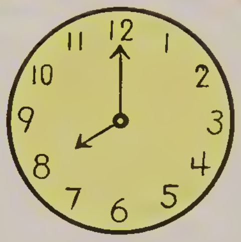


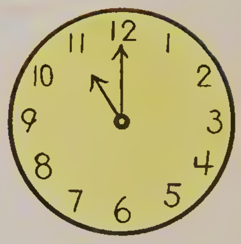


4.

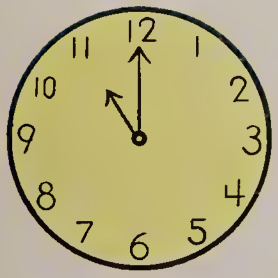




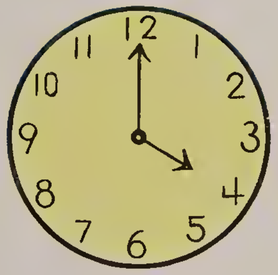




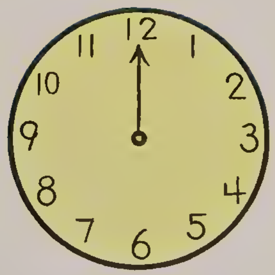
5.



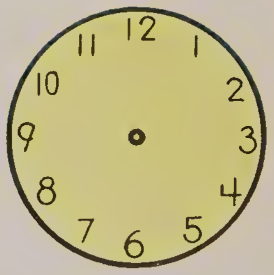
___ o'clock



___ o'clock



3 o'clock



10 o'clock

eleven	11
twelve	12

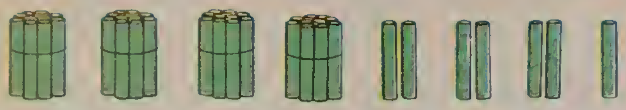
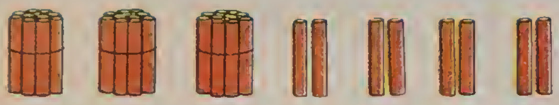
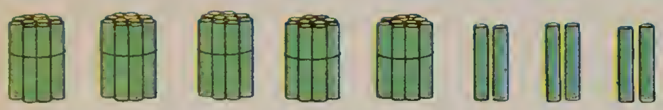
6.

9	twelve	eight	6
7	nine	eleven	12
11	eleven	six	11
12	seven	twelve	8

The Counting Numbers through 60

Extending work with base ten and place value

1. Finish the work.

	4 tens and 7 ones	47
	___ tens and ___ ones	38
	___ tens and ___ ones	56

2. Write the numerals.

ΦΦΦ IIII	34
ΦΦΦΦΦ II	52
ΦΦΦΦΦΦ	

3. Make Φ's and I's.

48	ΦΦΦΦ IIIIIIII
37	
53	

4. Finish the work.

53	5 tens and 3 ones
35	___ tens and ___ ones
42	___ tens and ___ ones
60	___ tens and ___ ones

5. Write the numerals.

3 tens and 6 ones	36
5 tens and 0 ones	
4 tens and 8 ones	
5 tens and 7 ones	
4 tens and 2 ones	

Working with the Counting Numbers through 60

Extending serial order; writing numerals through 60

1.

1	2	3		5	6	7	8		10
11		13	14	15		17	18	19	20
21	22	23		25		27	28	29	
31	32			35		37	38		40
	42	43			46	47		49	50
51	52	53		55	56			59	60

2.

36 ___ 38 ___ 40

38 ___ ___ 41 ___

46 ___ ___ 49 ___

53 ___ ___ ___ ___

3.

39 40

52 ___

20 ___

4.

43 44

___ 59

___ 50

5.

34 35 36

48 ___ 50

28 ___ 30

1 cent

1¢

6.

1 cent and 3 cents are ___ cents.

1¢ + 3¢ = ___¢

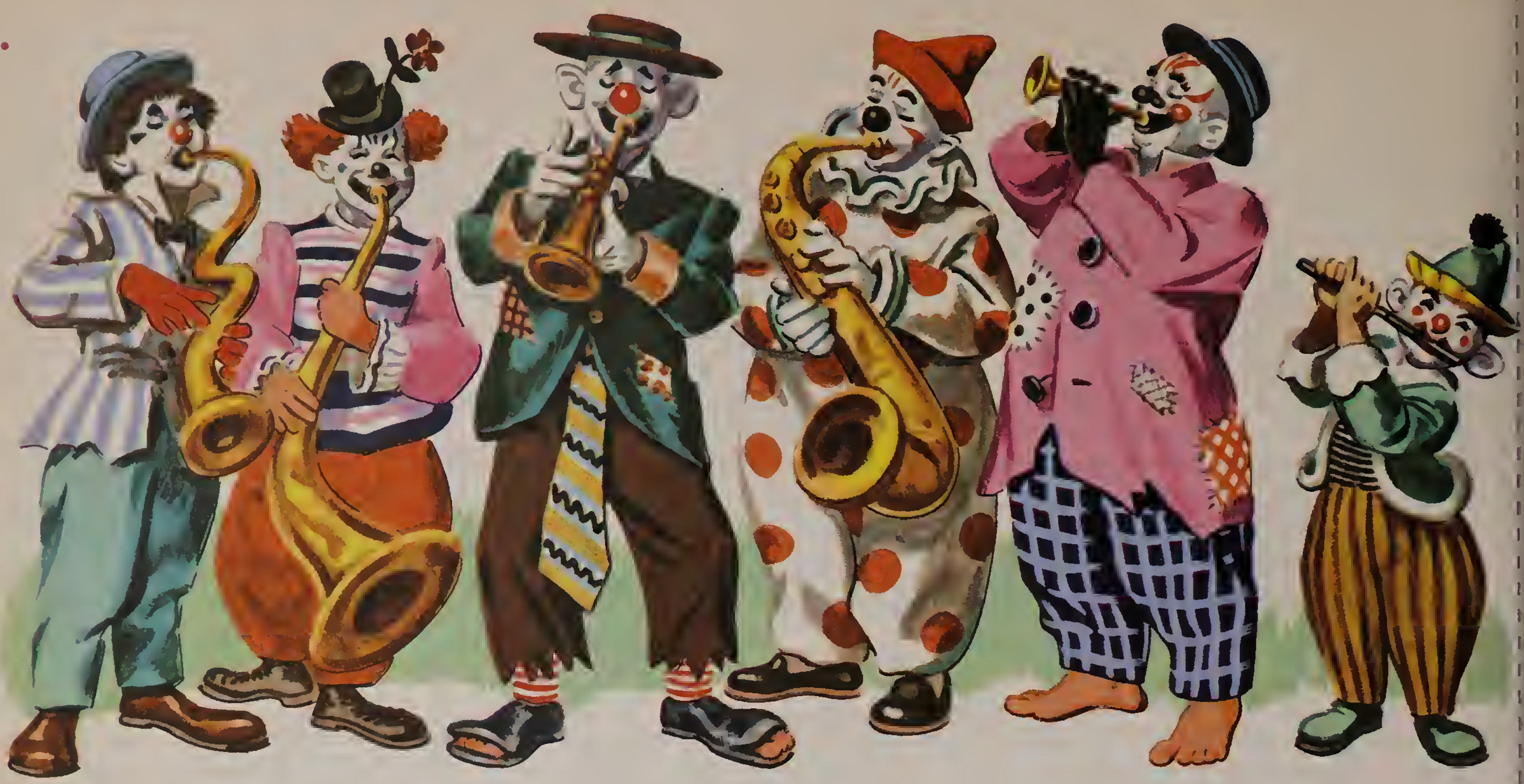
2 cents and 2 cents are ___ cents.

2¢ + 2¢ = ___¢

The Pair of S. Facts Using Six, One, and Five

Related subtraction facts

1.



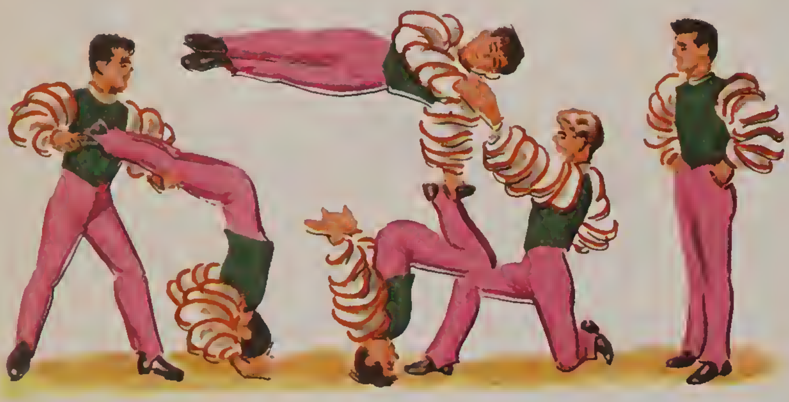
___ clowns in the set. Finish the work.

Cover 1 little clown. Finish to show the S. fact. 6 − 1 = □

Cover 5 big clowns. Finish to show the S. fact. 6 − 5 = ○

6 − 1 = 5 and 6 − 5 = 1 are a pair of S. facts.

2.



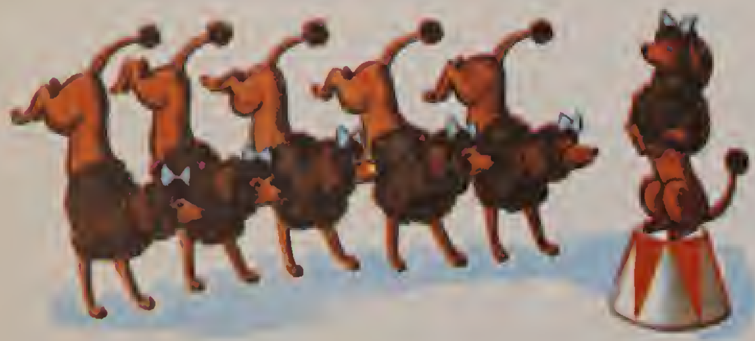
___ in the set

What is the pair of S. facts?

Cover 5. 6 − 5 = ______

Cover 1. 6 − 1 = ______

3.



___ in the set

Show the pair of S. facts.

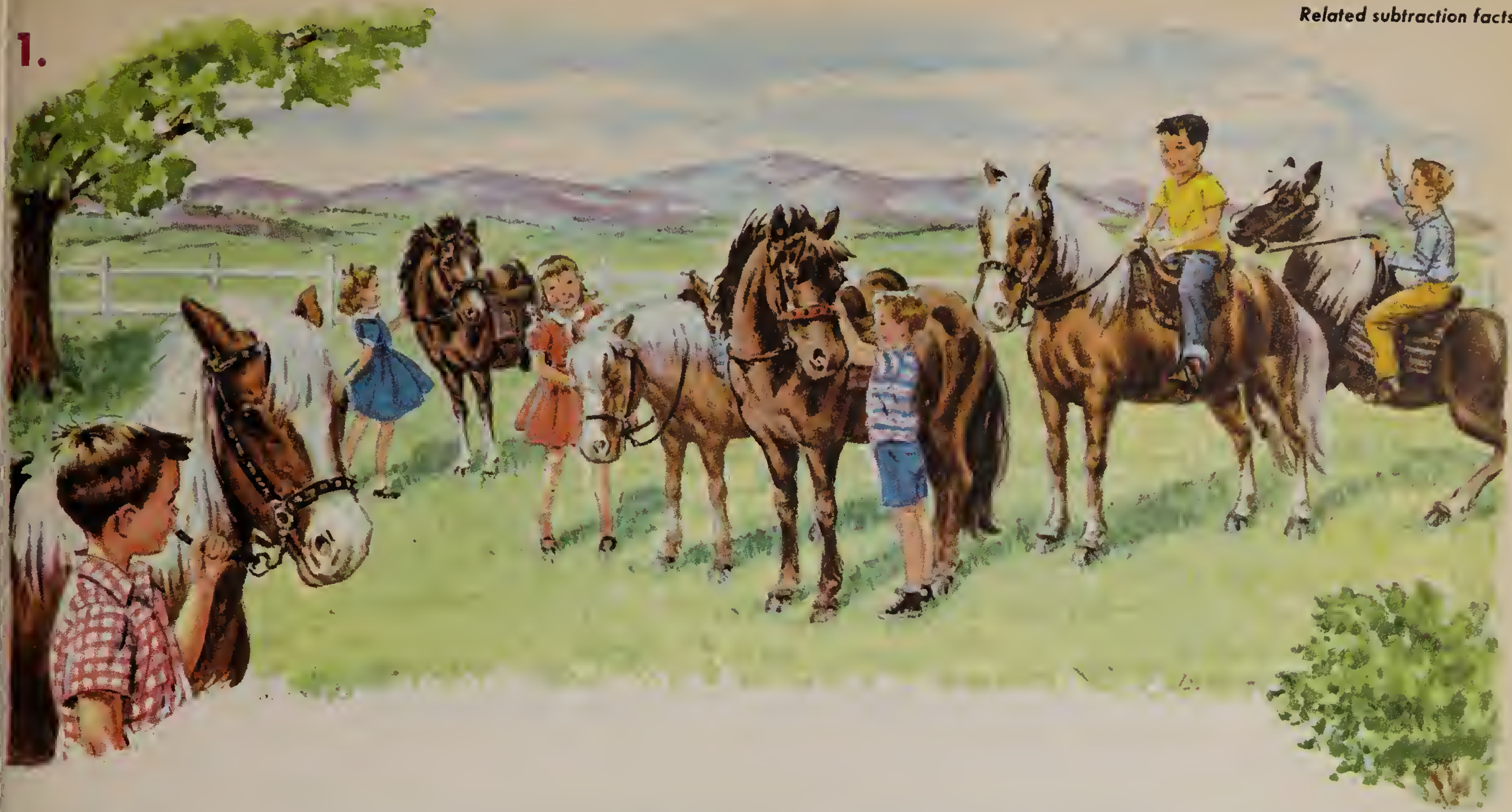
Cover 1. ______

Cover 5. ______

The Pair of S. Facts Using Six, Two, and Four

Related subtraction facts

1.



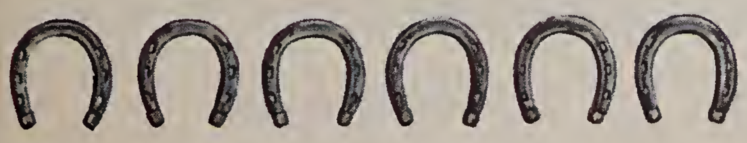
____ children in the set. Finish the work.

Cover 2 children. Finish to show the S. fact. 6 – 2 = △

Cover 4 children. Finish to show the S. fact. 6 – 4 = □

6 – 2 = 4 and 6 – 4 = 2 are a pair of S. facts.

2.



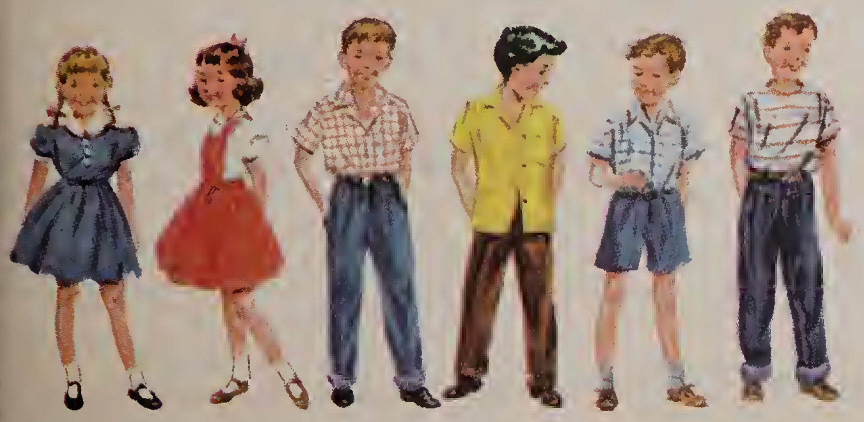
____ in the set

What is the pair of S. facts?

Cover 4. ____ – ____ = ____

Cover 2. ____ – ____ = ____

3.



____ in the set

Show the pair of S. facts.

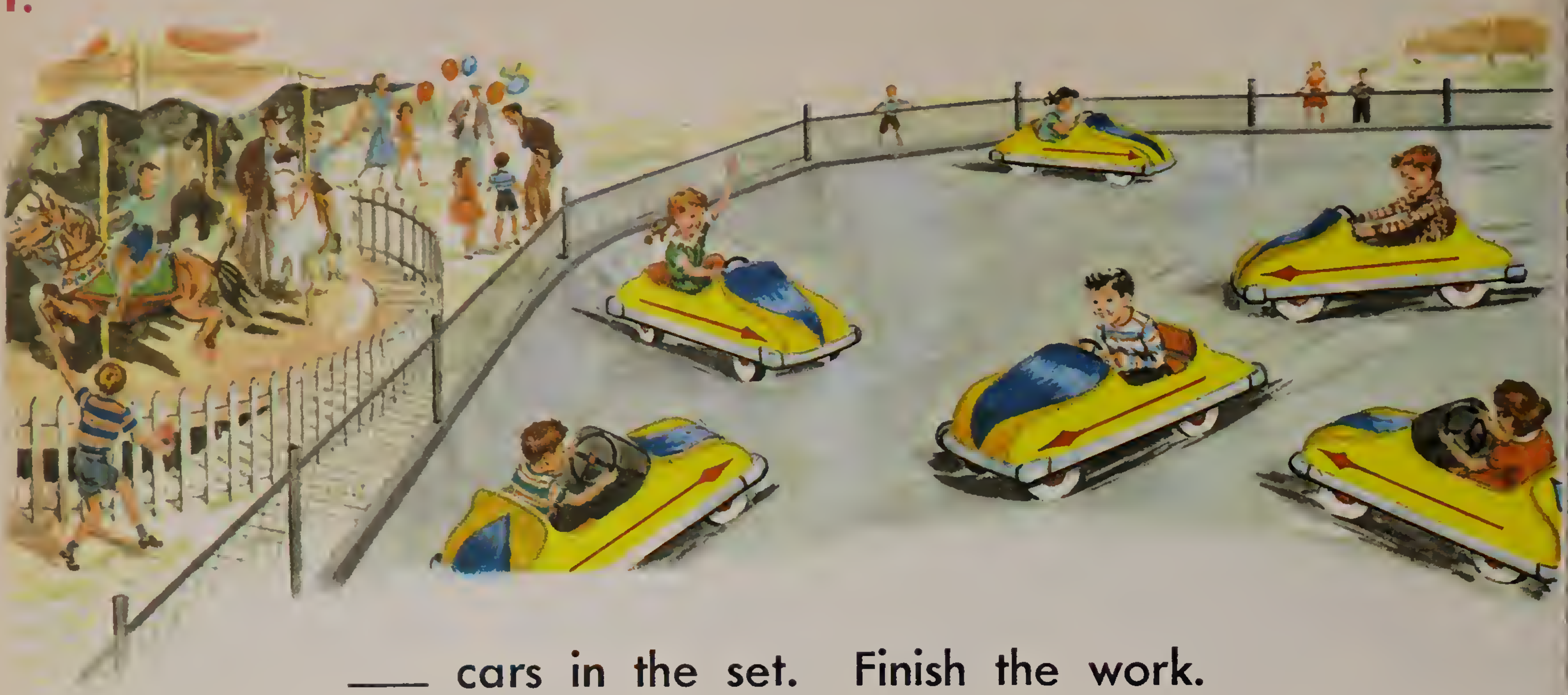
Cover 2. ______________

Cover 4. ______________

The One S. Fact Using Six, Three, and Three

Related subtraction facts

1.

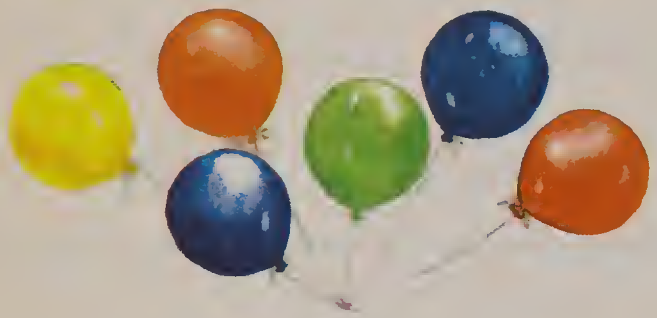


___ cars in the set. Finish the work.

Cover 3 cars. Finish to show the S. fact. 6 − 3 = ⬡

Is there a pair of S. facts for 6, 3, and 3? Yes No

2.

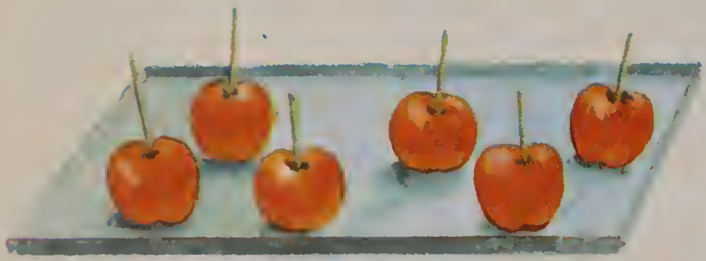


___ in the set

What is the S. fact?

Cover 3. ○ − ☐ = ☐

3.



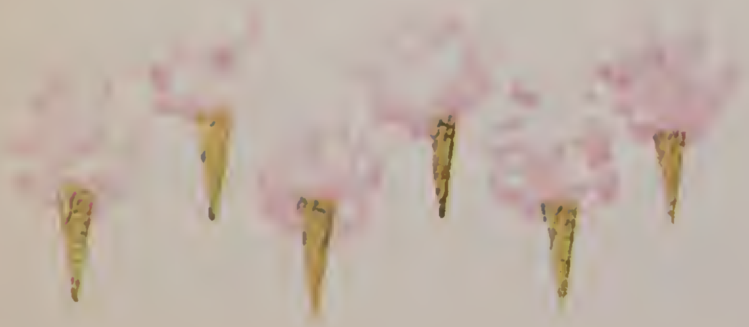
___ in the set

What is the pair of S. facts?

Cover 2. ____________________

Cover 4. ____________________

4.



___ in the set

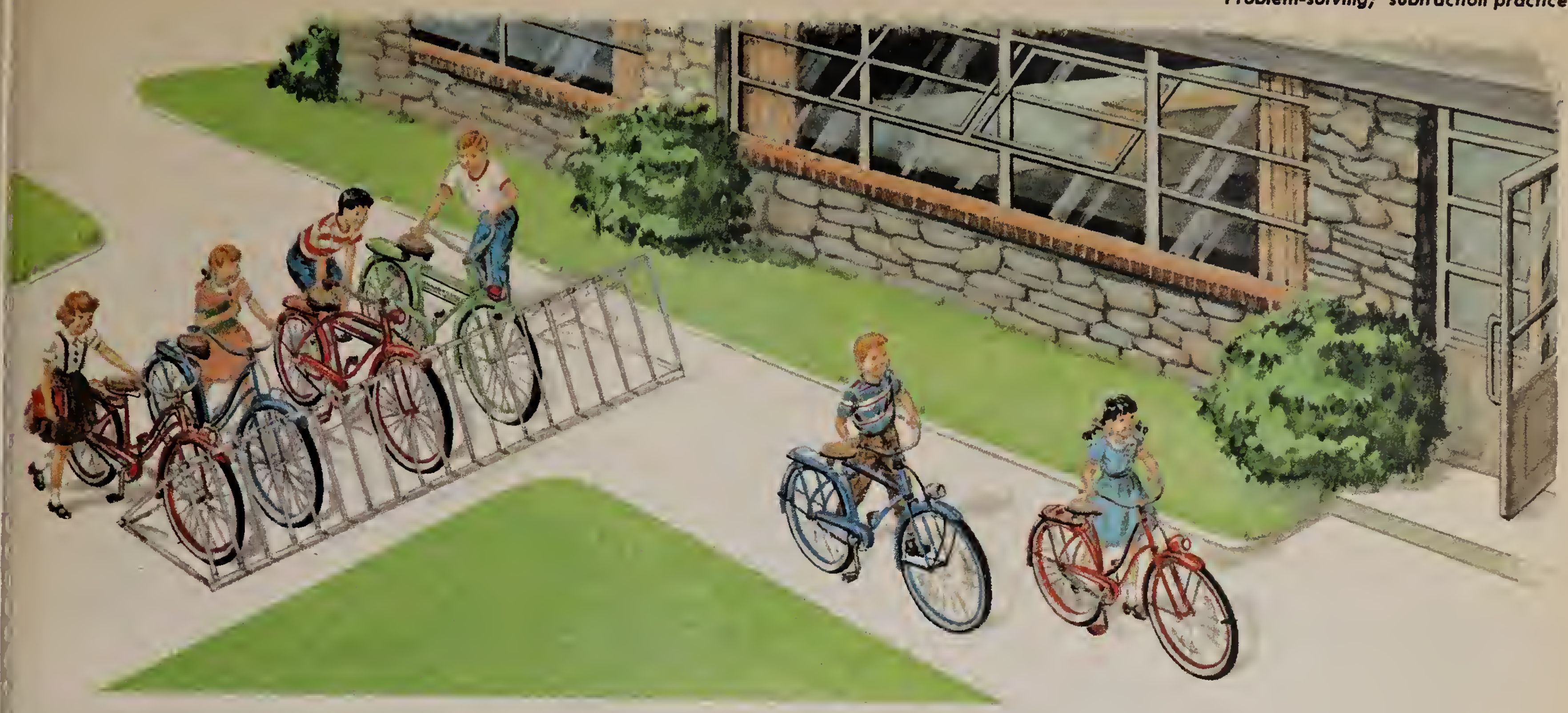
Show the pair of S. facts.

Cover 1. ____________________

Cover 5. ____________________

Using Subtraction

Problem-solving; subtraction practice



1. ___ bicycles take away ___ bicycles is ___ bicycles.

2. ___ bicycles take away ___ bicycles is ___ bicycles.

3. ⬡ − ○ = □

4. ⬡ − △ = □

5.

6.

7. ● ● ● ● ● ●

Cover 1. ______________

Cover 5. ______________

8. ◆ ◆ ◆ ◆ ◆ ◆

Cover 2. ______________

Cover 4. ______________

6 − 5 = 2 [✓ 1]

6 − 2 = 3 4

5 − 3 = 2 3

4 − 3 = ○

6 − 3 = □

6 − 1 = ⬡

5 − 2 = □

5 − 4 = ○

6 − 4 = △

A. Facts and S. Facts

Inverses, sums as great as 6

1. Finish the work.

1 + 1 = □; so 2 − 1 = ⬡.

2. Finish the work.

a. 2 + 1 = □; so 3 − 1 = ⬡.
b. 1 + 2 = □; so 3 − 2 = ⬡.

3. Finish the work.

a. 3 + 1 = □; so 4 − 1 = ⬡.
b. 2 + 2 = □; so 4 − 2 = ⬡.
c. 1 + 3 = □; so 4 − 3 = ⬡.

4. Finish the work.

a. 4 + 1 = □; so 5 − 1 = ⬡.
b. 3 + 2 = □; so 5 − 2 = ⬡.
c. 2 + 3 = □; so 5 − 3 = ⬡.
d. 1 + 4 = □; so 5 − 4 = ⬡.

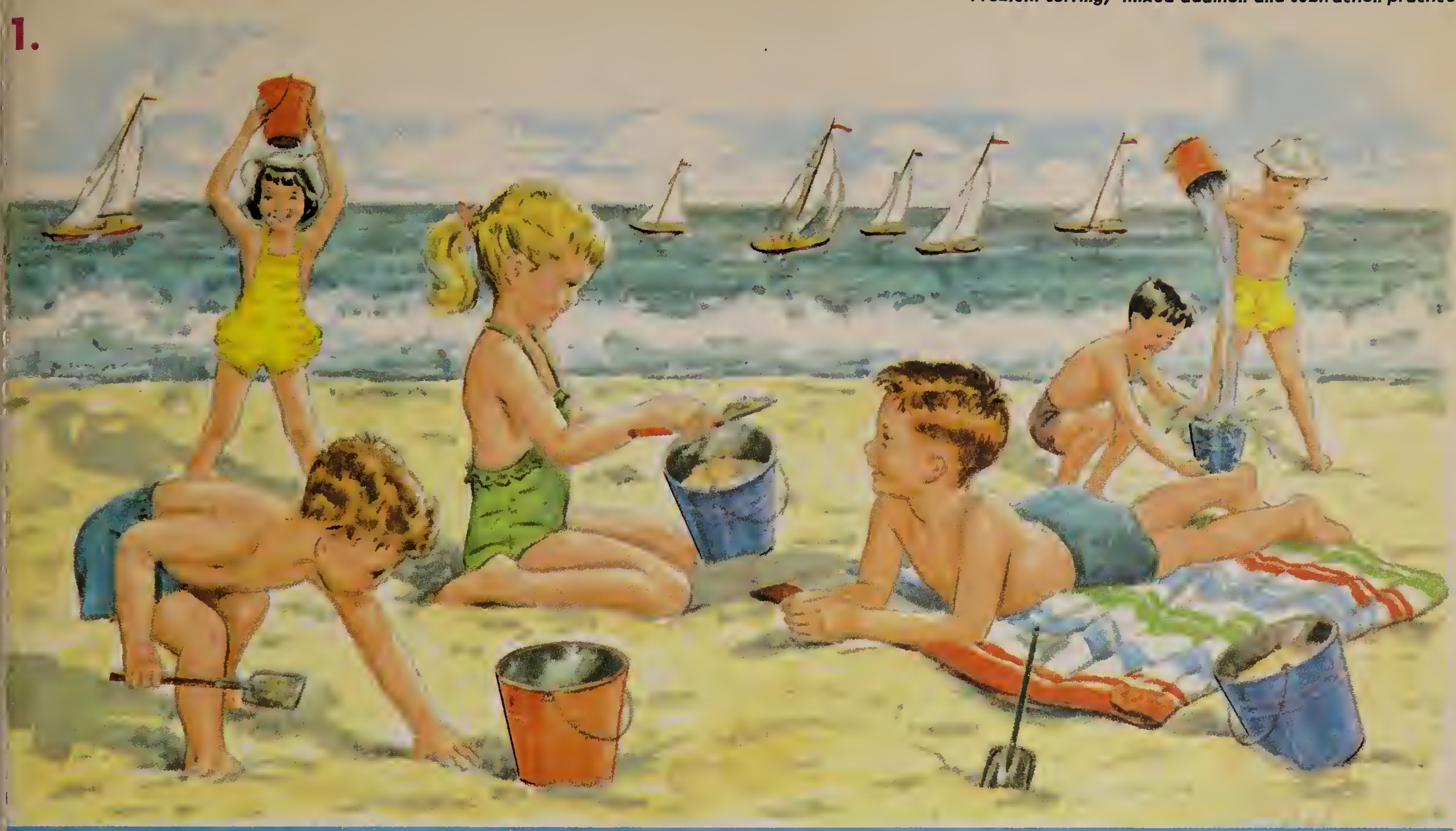
5. Finish the work.

a. 5 + 1 = □; so 6 − 1 = ⬡.
b. 4 + 2 = □; so 6 − 2 = ⬡.
c. 3 + 3 = □; so 6 − 3 = ⬡.
d. 2 + 4 = □; so 6 − 4 = ⬡.
e. 1 + 5 = □; so 6 − 5 = ⬡.

Using Addition and Subtraction

Problem-solving; mixed addition and subtraction practice

1.



2.

3.

4.

5.

6. Finish the work to show pairs of facts.

a. 5 + 1 = ⬡ ____________

b. 4 + 2 = □ ____________

c. 6 − 4 = △ ____________

d. 6 − 1 = ○ ____________

7. Finish to show the facts.

3 + 2 = □
5 − 1 = ⬡
4 − 2 = ○

4 − 3 = ⬡
1 + 4 = ○
5 − 2 = □

2 + 2 = ⬡
5 − 3 = □
4 − 1 = ○

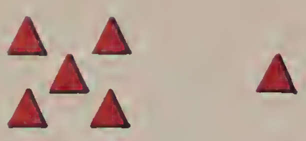
3 + 2 = □
2 + 3 = ○
4 + 1 = ⬡

Do You Know?

Unit test

1.

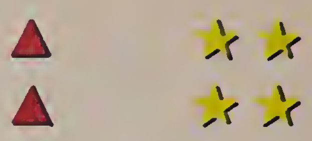
a.



___; ___ and ___

___; ___ and ___

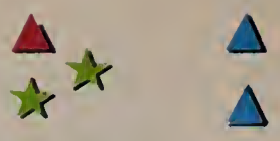
b.



___; ___ and ___

___; ___ and ___

c.



___; ___ and ___

___; ___ and ___

2. Write the answers.

2 + 2 = ☐ 4 + 1 = ☐

3 + 2 = ☐ 1 + 3 = ☐

3. Write the answers.

4 − 3 = ☐ 5 − 2 = ☐

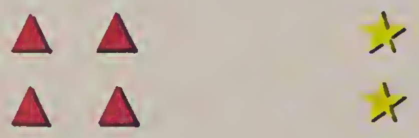
5 − 1 = ☐ 3 − 1 = ☐

4. Write the answers.

☐☐☐ ☐☐☐ ☐☐☐

1 + 2 + 1 = ☐ 2 + 1 + 2 = ☐ 1 + 2 + 2 = ☐

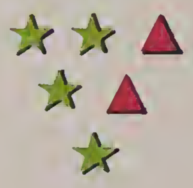
5. What is the pair of addition facts?



___ + ___ = ___

____

6. What is the pair of subtraction facts?



Cover 1. ___ − ___ = ___

Cover 5. ______________

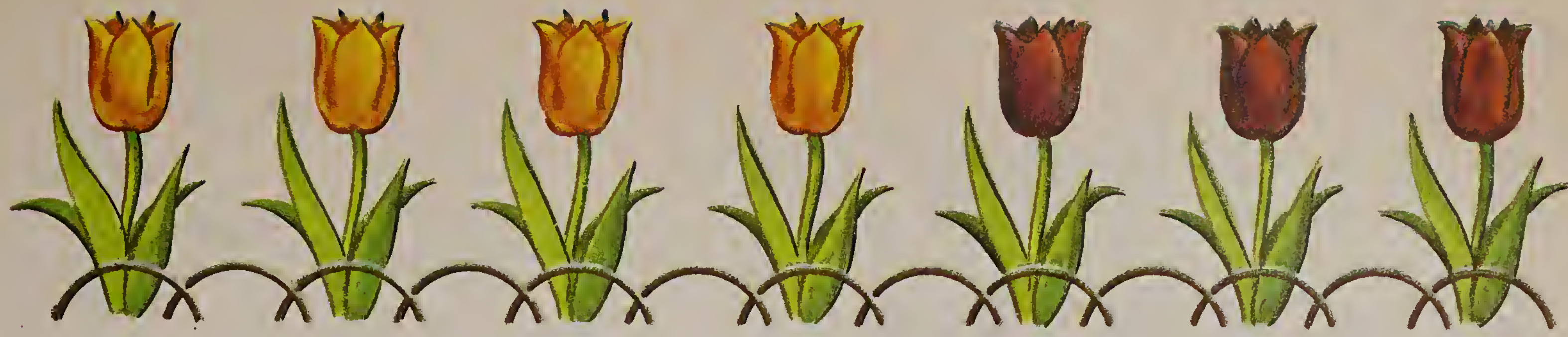
7.

8.

Two Parts of a Set of 7

Separating a set into two subsets

1.

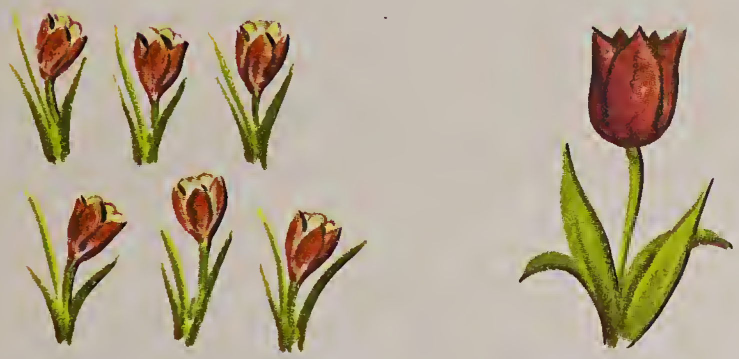


How many flowers are in this set? ___

___ flowers are yellow. ___ flowers are red.

7; 4 and ___ 7; 3 and ___

2.

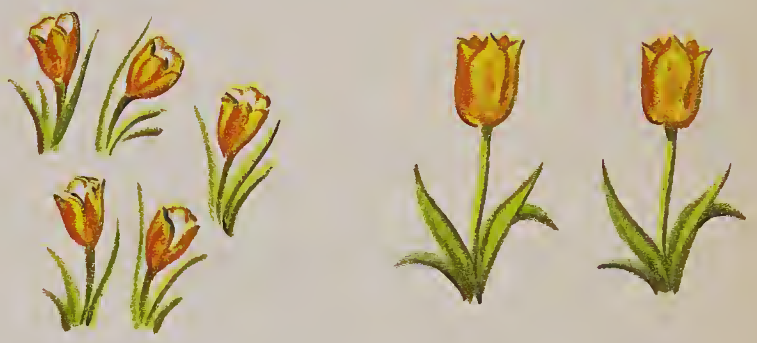


___ in all

___ are little. ___ is big.

7; 6 and ___ 7; 1 and ___

3.

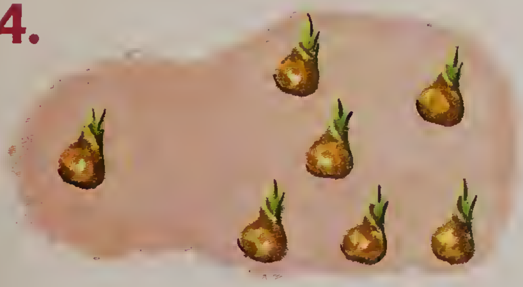


___ in all

___ are little. ___ are big.

7; 5 and ___ 7; 2 and ___

4.

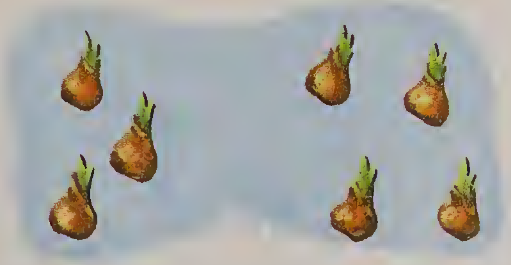


___ in all

___; ___ and ___

___; ___ and ___

5.

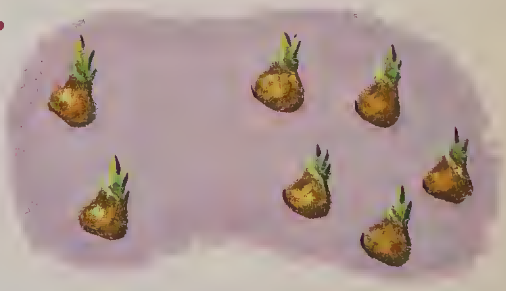


___ in all

___; ___ and ___

___; ___ and ___

6.



___ in all

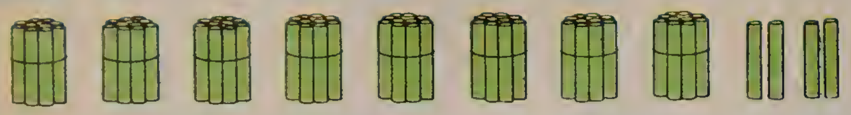
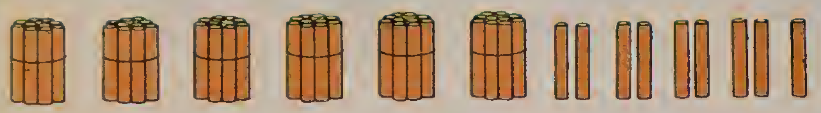
___; ___ and ___

___; ___ and ___

The Counting Numbers through 100

Extending work with base ten and place value

1. Finish the work.

<table>
<tr><td></td><td>8 tens and 4 ones</td><td>84</td></tr>
<tr><td></td><td>___ tens and ___ ones</td><td>69</td></tr>
<tr><td>ΦΦΦΦΦΦΦΦΦ||||||</td><td>___ tens and ___ ones</td><td></td></tr>
</table>

2. Finish the work.

<table>
<tr><td>92</td><td>ΦΦΦΦΦΦΦΦΦ||</td><td>___ tens and ___ ones</td></tr>
<tr><td>63</td><td></td><td>___ tens and ___ ones</td></tr>
</table>

3. What are the numbers?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	
21	22	23		25	26	27	28	29	30
31	32	33	34	35	36	37	38		40
41	42	43	44	45		47	48	49	50
51		53	54	55	56	57	58	59	60
61	62	63	64		66	67	68	69	
	72	73	74	75	76		78	79	80
81	82		84	85	86	87	88		90
91	92	93		95	96	97		99	100

Working with the Counting Numbers through 100

Extending serial order; writing numerals through 100

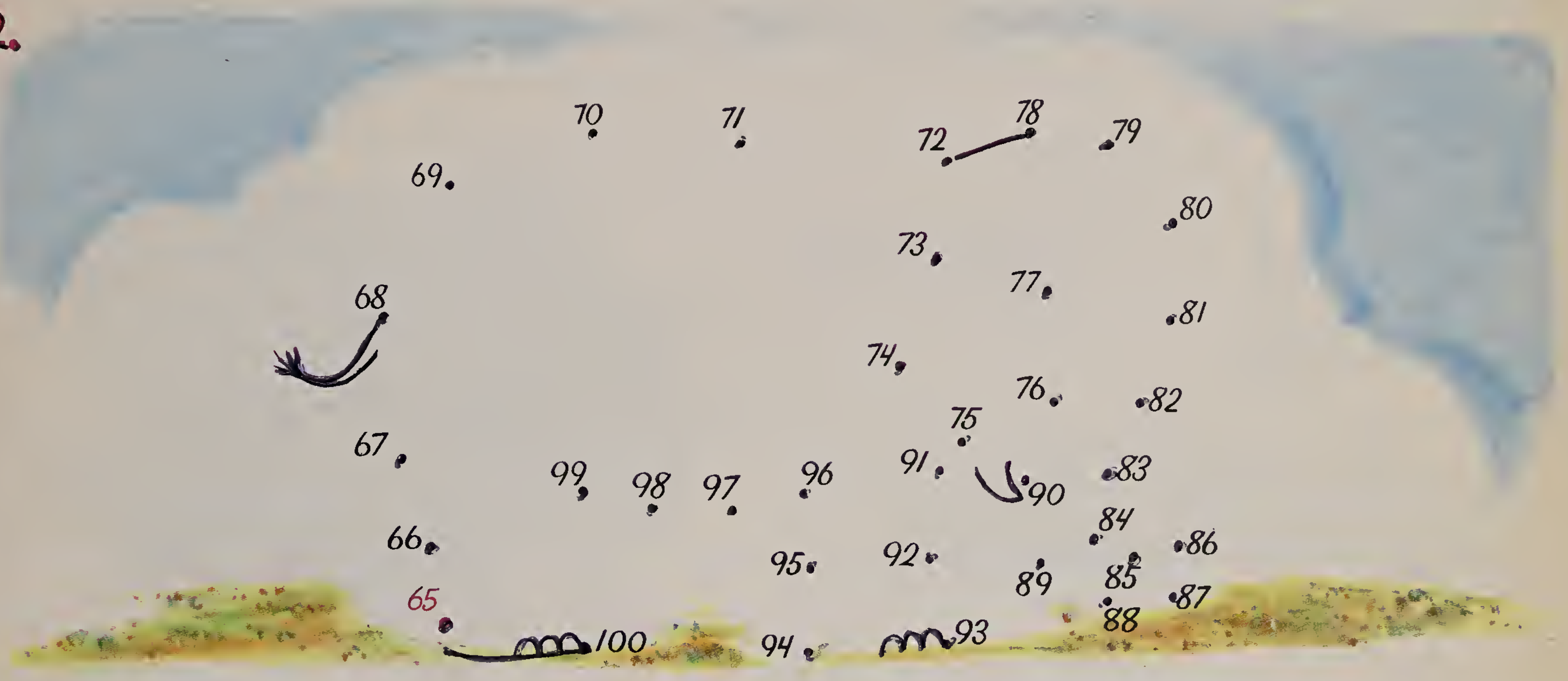
1. Count by 10's

a. 10 20 30 40 50 60 70 80 90 100

b. 60 70 ___ ___ ___ **d.** 50 60 ___ ___ ___

c. 40 50 ___ ___ ___ **e.** 20 30 ___ ___ ___

2.


65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

3.
65 99 73 85
78 69 92 38
93 76 49 88
57 71 68 75

4.
56 29 84 65
41 37 90 75
80 79 65 68
78 91 82 69

5. Write the missing numerals.

58 59 ___ ___ 62
27 ___ 29 ___ ___
39 ___ ___ 42 ___
___ 64 ___ ___ ___

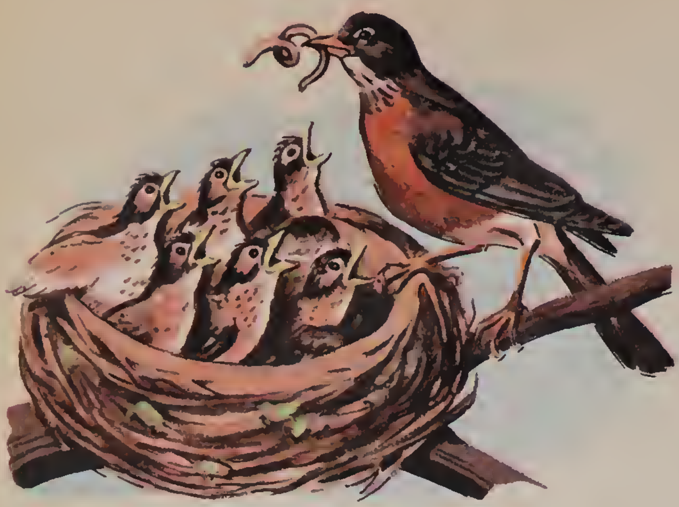
6. Write the missing numerals.

53 ___ ___ 38
75 ___ ___ 69
84 ___ ___ 73
99 ___ ___ 14

The Pair of A. Facts Using Six, One, and Seven

Use of Commutative Property of Addition

1.



___ little birds ___ big bird

Finish the work.

6 birds and 1 bird are ___ birds.

1 bird and 6 birds are ___ birds.

6 + 1 = ☐ 1 + 6 = ☐

2.

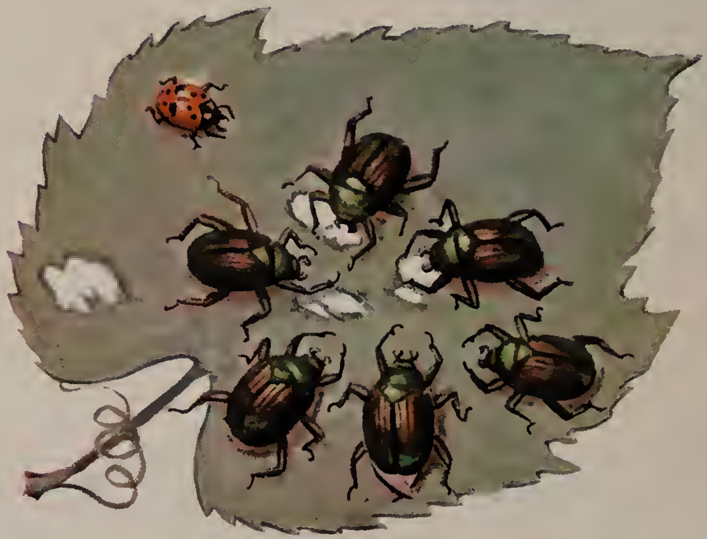
___ little bug ___ big bugs

Finish the work.

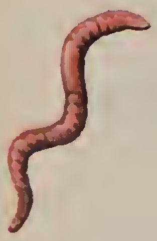
1 bug and 6 others are ___ bugs.

6 bugs and 1 other are ___ bugs.

1 + 6 = ☐ 6 + 1 = ☐



3. How many are here? ___ Draw 6.

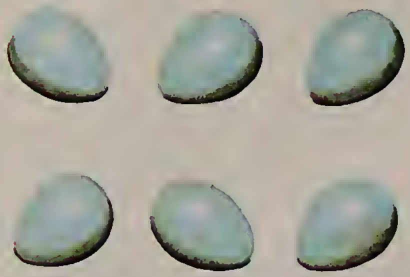


What is the pair of A. facts?

___ + ___ = ___

___ + ___ = ___

4. How many are here? ___ Draw 1.



Show the pair of A. facts.

___

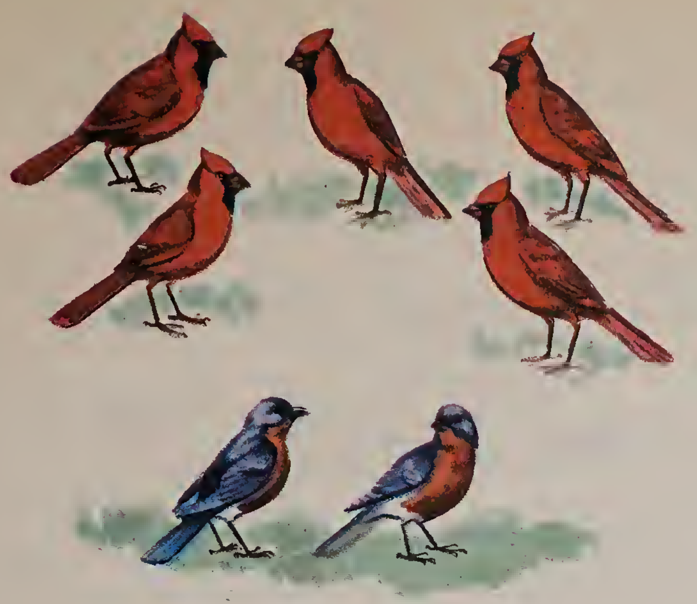
___

5. From 6 + 1 = 7, show the other A. fact of the pair. ___ + ___ = 7

The Pair of A. Facts Using Five, Two, and Seven

Use of Commutative Property of Addition

1.



___ birds are red.

___ birds are blue.

What is the pair of A. facts?

5 + ___ = ___

2 + ___ = ___

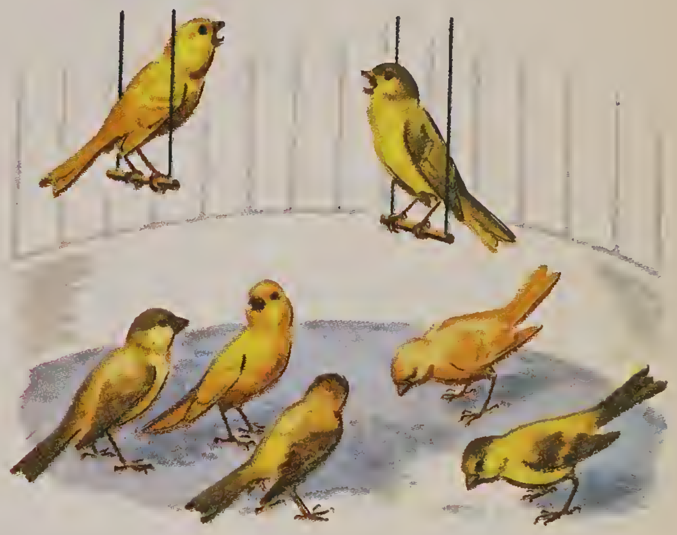
2. ___ birds are on swings.

___ birds are not on swings.

What is the pair of addition facts?

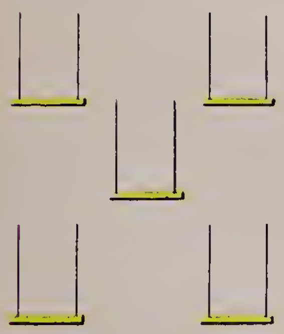
2 + ___ = ___

5 + ___ = ___



3. How many

are here? ___ Draw 2.



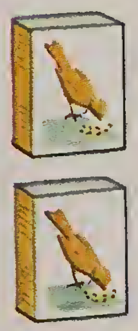
What is the pair of A. facts?

___ + ___ = ___

___ + ___ = ___

4. How many

are here? ___ Draw 5.



Show the pair of A. facts.

___

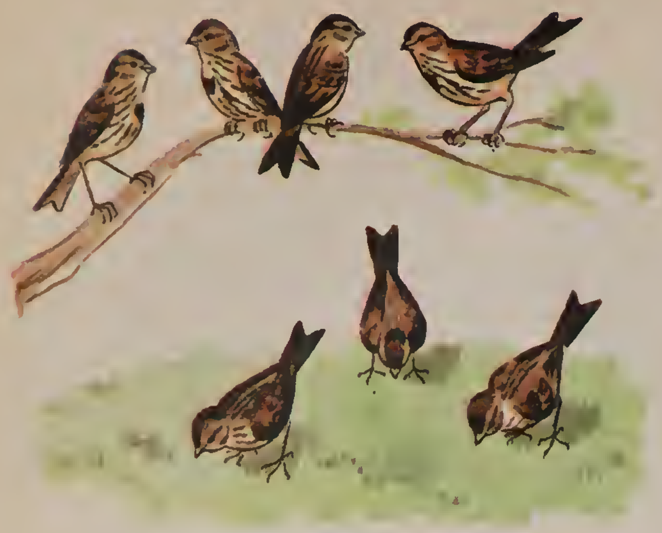
___

5. From 5 + 2 = 7, show the other A. fact of the pair. ___ + ___ = 7

The Pair of A. Facts Using Four, Three, and Seven

Use of Commutative Property of Addition

1.



___ birds are not eating.

___ birds are eating.

What is the pair of A. facts?

4 + =

3 + =

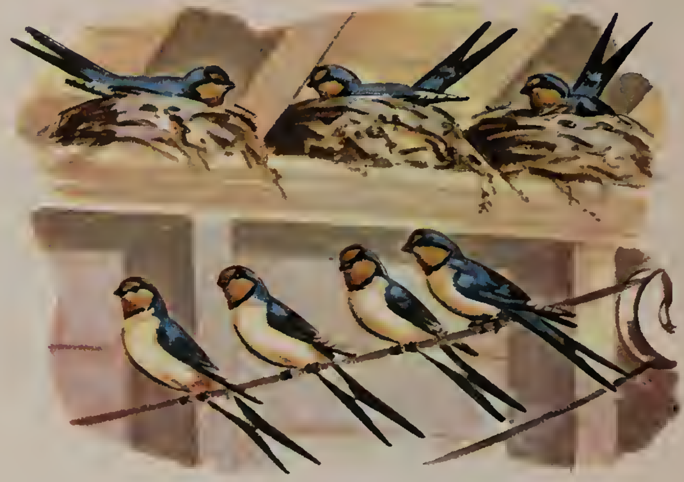
2. ___ birds are on nests.

___ birds are not on nests.

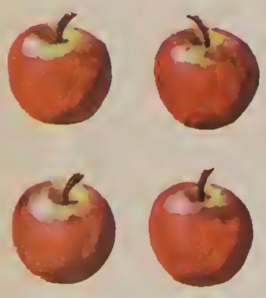
What is the pair of addition facts?

3 + =

4 + =



3. How many are here? ___ Draw 3.

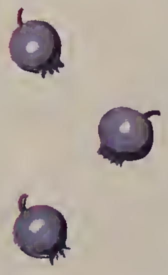


What is the pair of A. facts?

+ =

+ =

4. How many are here? ___ Draw 4.



Show the pair of A. facts.

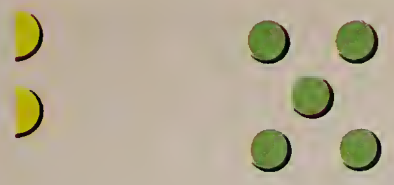
5. From 4 + 3 = 7, show the other A. fact of the pair. + = 7

Working with Addition and Subtraction

Commutativity; addition and subtraction practice and problems

1. Show the pairs of addition facts.

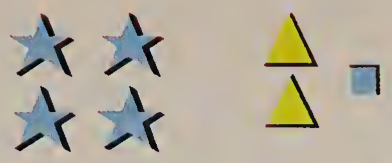
a.



____ + ____ = ____

____

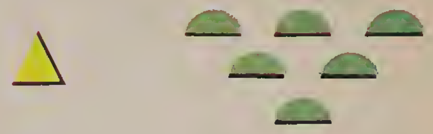
b.



____ + ____ = ____

____

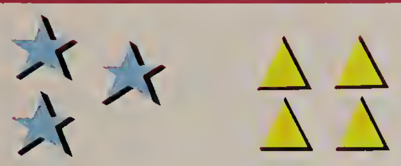
c.



____ + ____ = ____

____

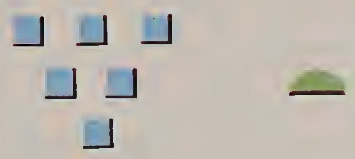
d.



____

____

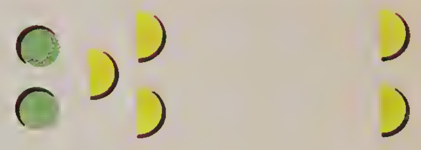
e.



____

____

f.



____

____

2. Write the answers.

5 − 1 = ☐

2 + 4 = ☐

3 + 3 = ☐

6 − 2 = ☐

3 + 1 + 2 = ☐

1 + 4 + 1 = ☐

1 + 3 + 2 = ☐

3. Write the work.

a. Tom caught 3 fish and Jack caught 2 fish. Find how many fish they caught in all.

3 + 2 = 5   5 fish

b. We saw 3 little fish in the water. Then we saw 3 big fish. Find how many fish we saw.

________________ ____ fish

c. Father has 5 cents. He puts them with Tom's 2 cents. Find how many cents Tom has then.

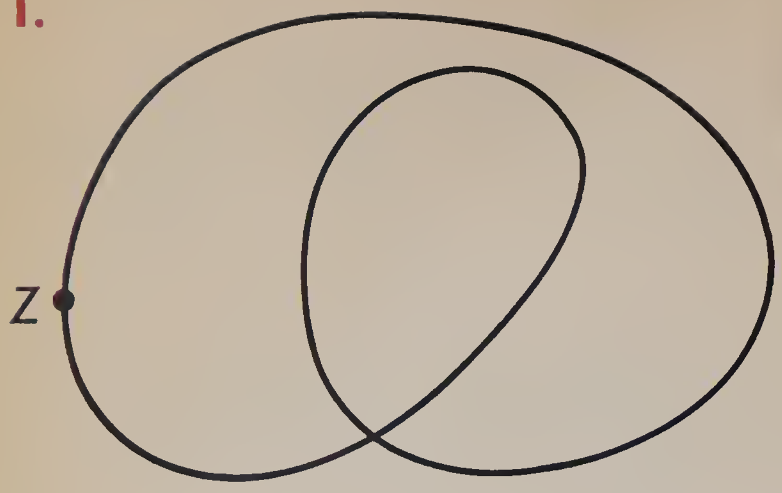
¢ + ¢ = ¢   ____ cents

d. Susan has 6 cents in a box. She takes out 2 cents. Find how many cents are left in the box.

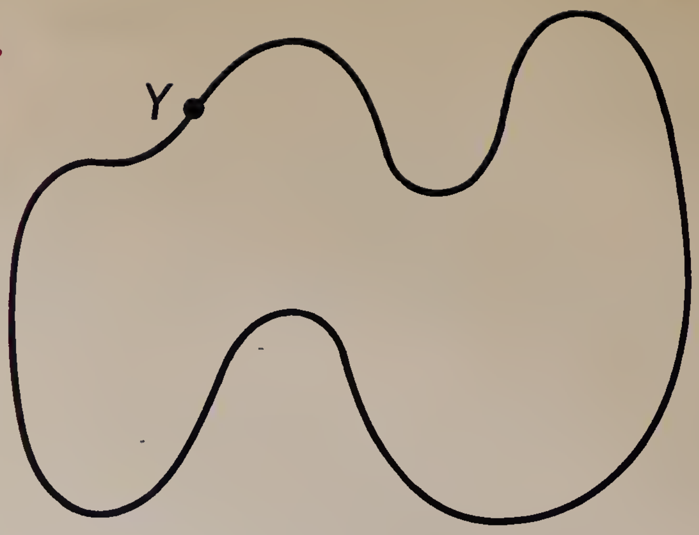
________________ ____ cents

Closed Paths

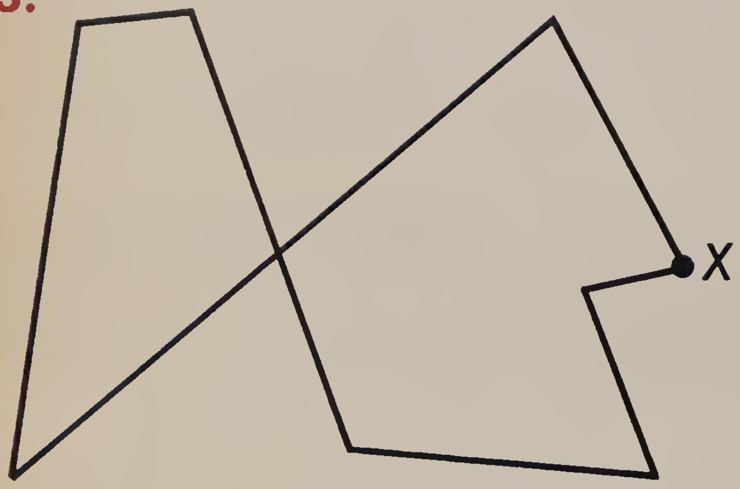
1.



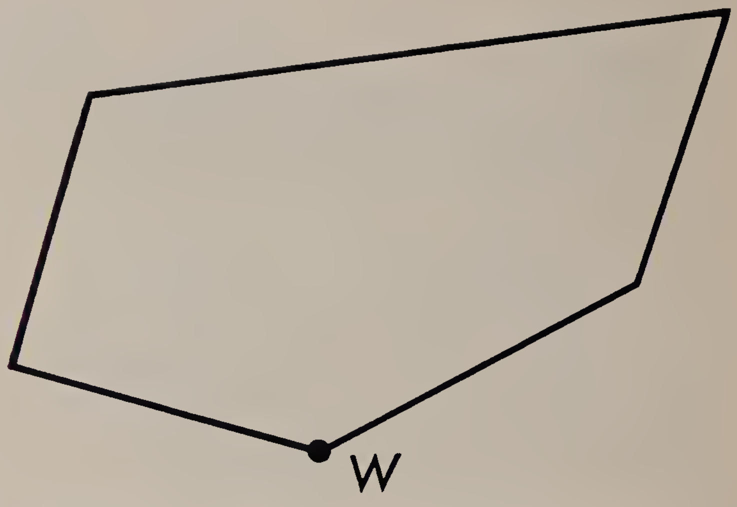
2.



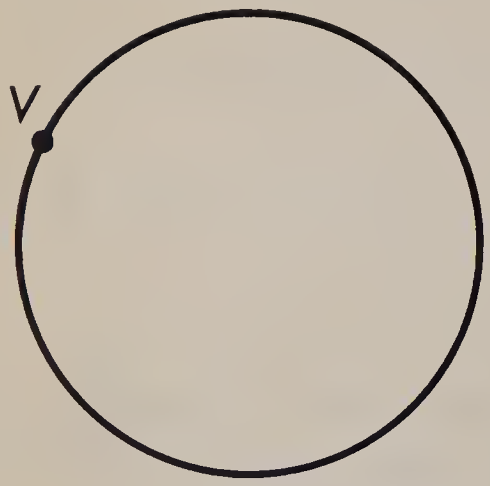
3.



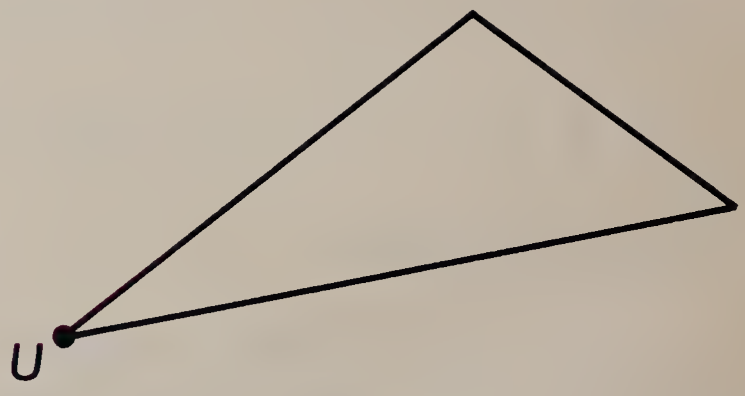
4.



5.



6.



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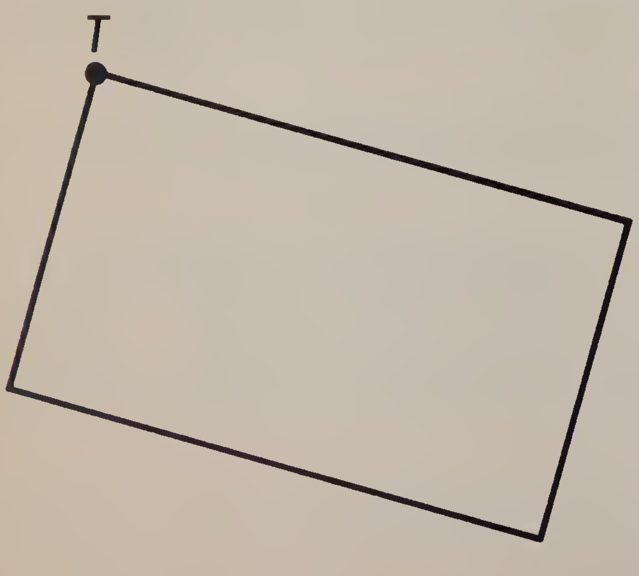
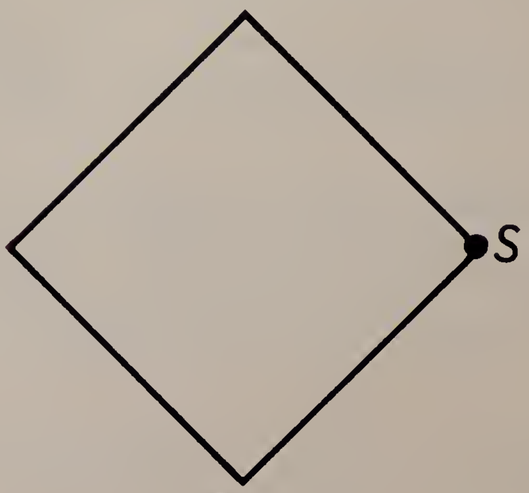
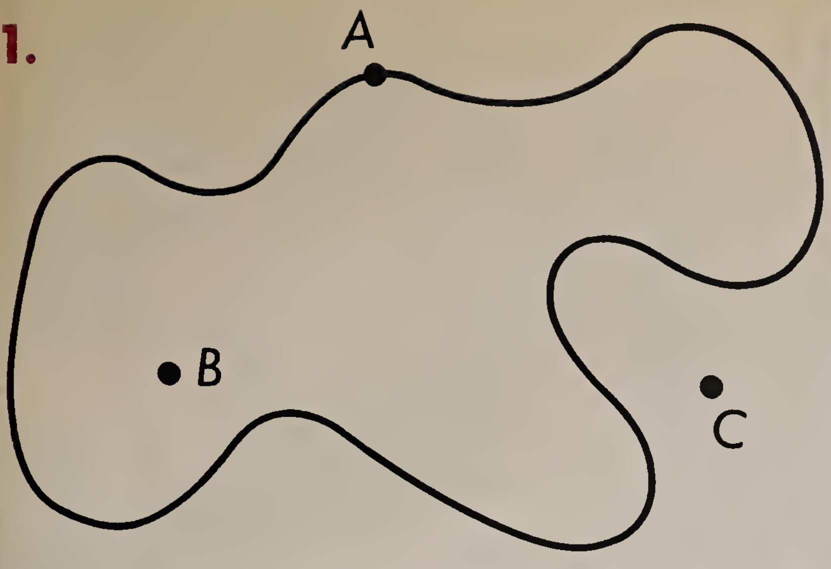


8.

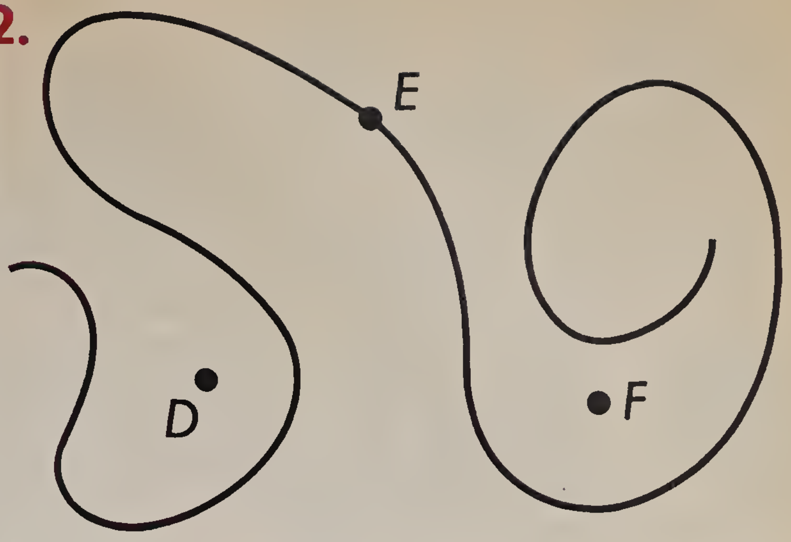


Inside and Outside

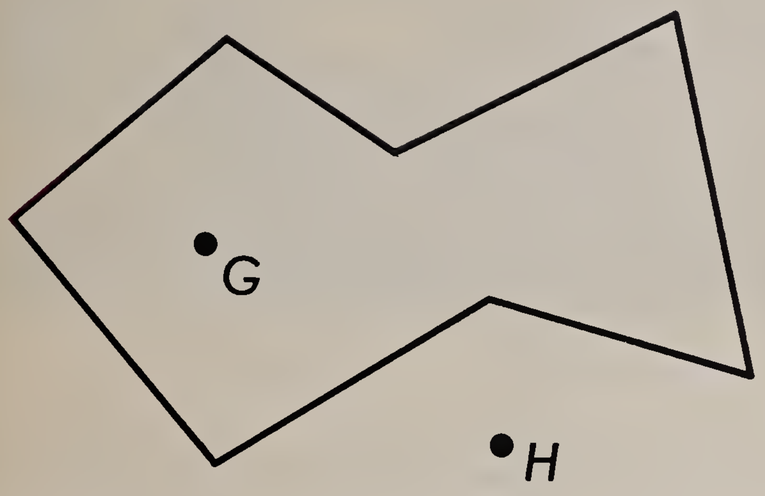
1.



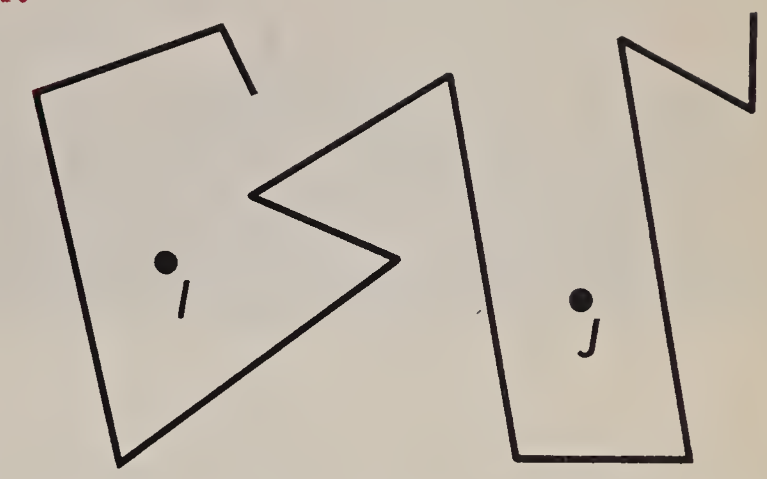
2.



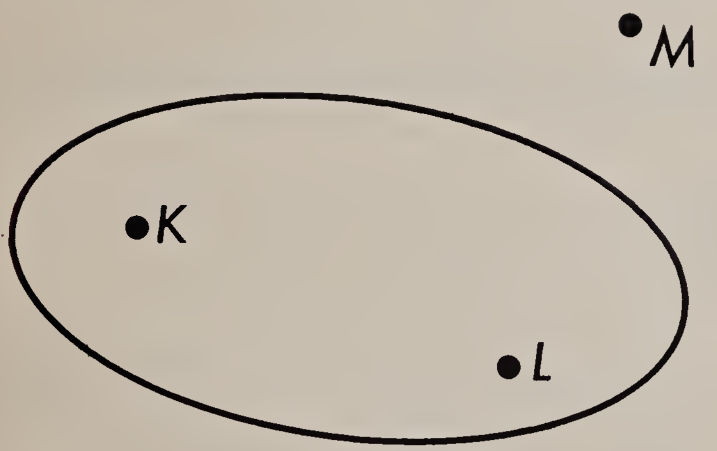
3.



4.



5.



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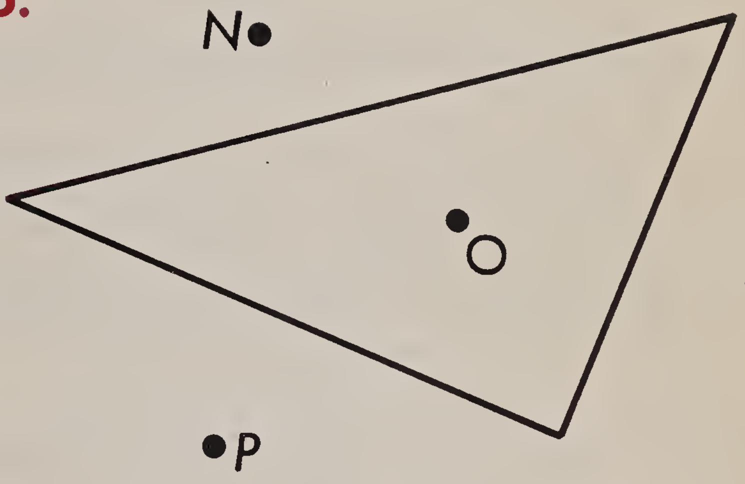

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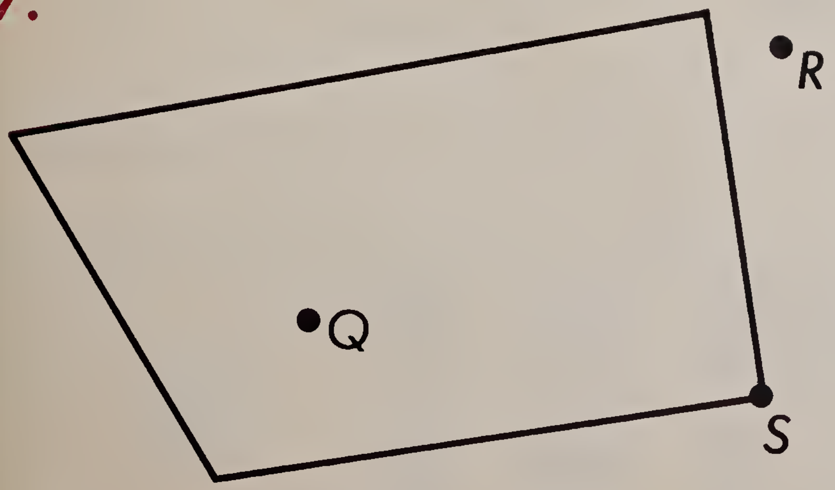
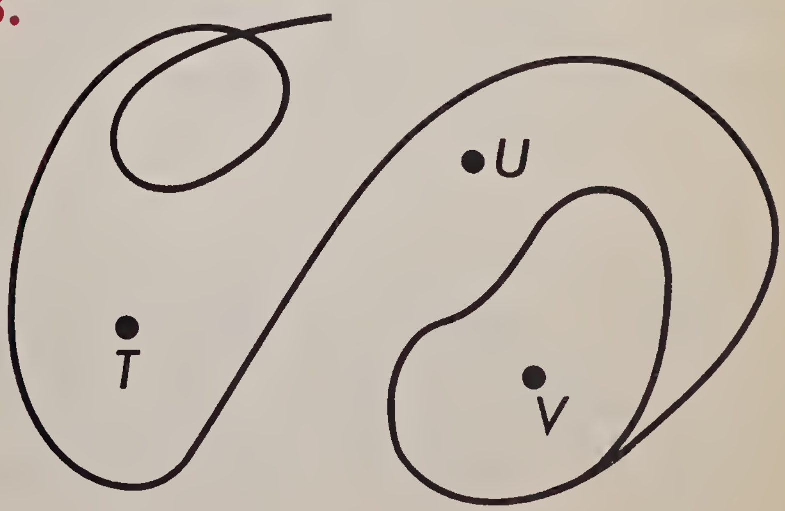
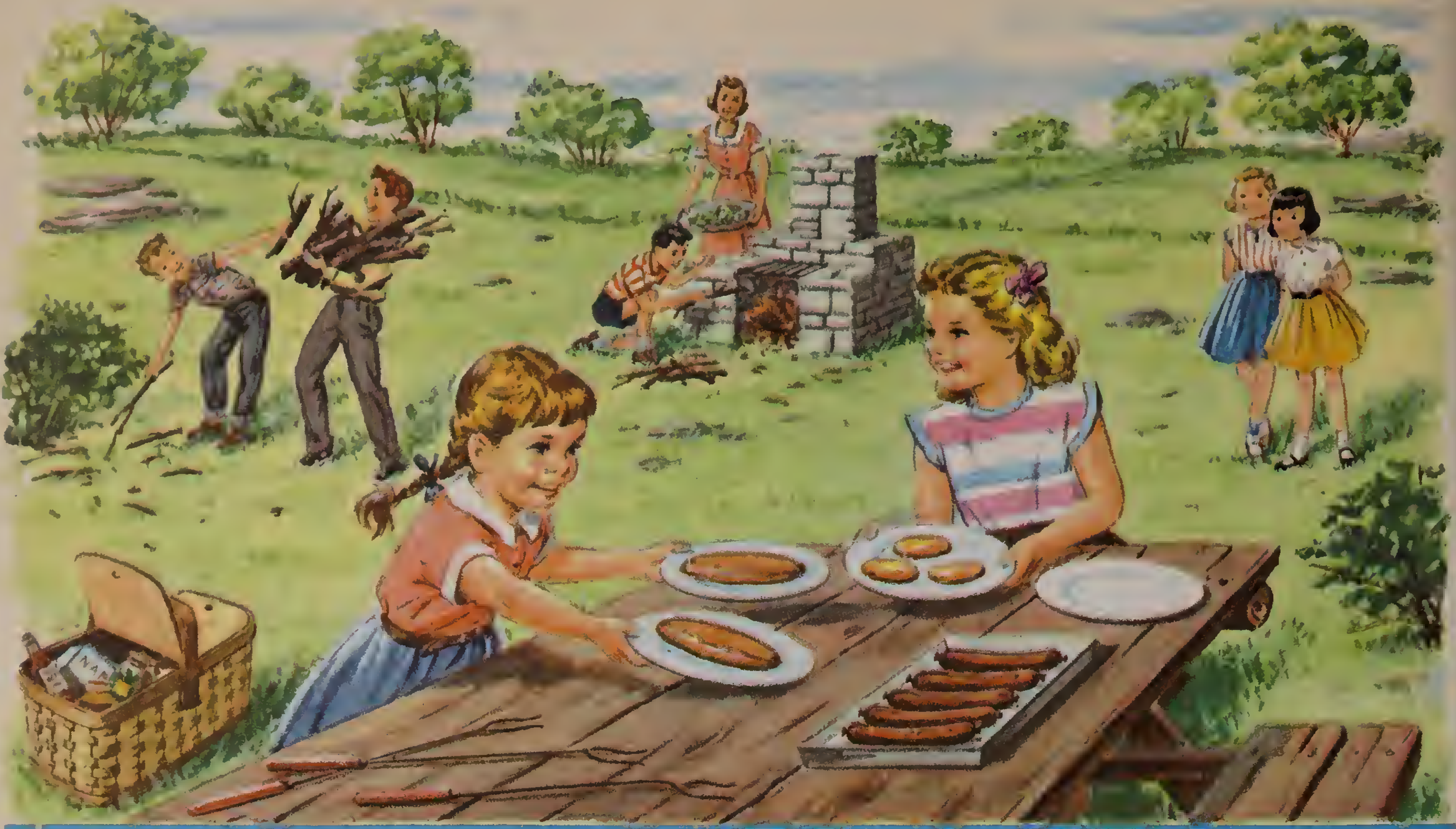


8.



Using Addition and Subtraction

Problem-solving



1.	2.	3.
4.	5.	6.

7. The boys ran in 3 races and the girls ran in 2 races. How many races did the children have all together?

__________ ___ races

---

8. The children saw 6 fish in the water. Then 4 fish went away. Find how many fish were left.

__________ ___ fish

---

9. Five boys were playing together. Then Donald came. Find how many boys were playing together then.

__________ ___ boys

Do You Remember?

1. Finish the work.

a. 2 + 3 = □, so 5 − 3 = △ **b.** 1 + 5 = ⬡, so 6 − 5 = ○

2. Finish the work.

65	____ tens and ____ ones
72	____ tens and ____ ones
	8 tens and 0 ones
	9 tens and 3 ones

3. Finish to show facts.

5 + 1 = □

3 + 2 = □

5 − 4 = □

4 − 2 = □

4 + 2 = □

4. Finish to show pairs of facts.

2 + 4 = ________ 6 − 1 = ________

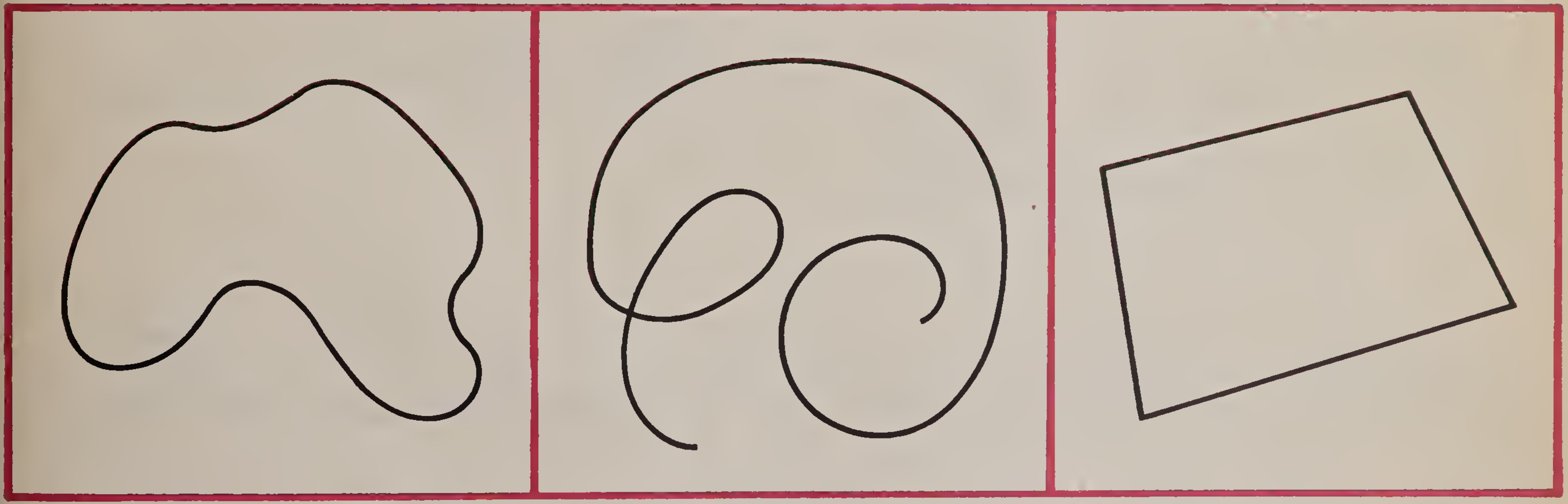
________ ________

5. Write the answers.

2 + 2 + 1 = △

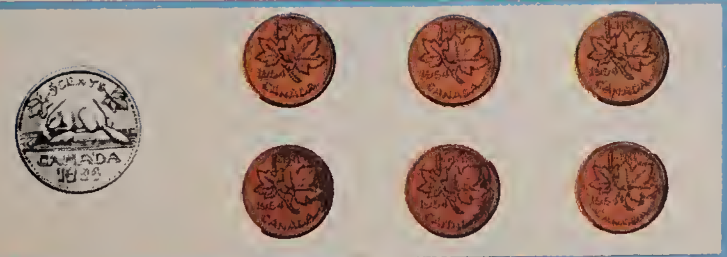
2 + 1 + 3 = ⬡

6.

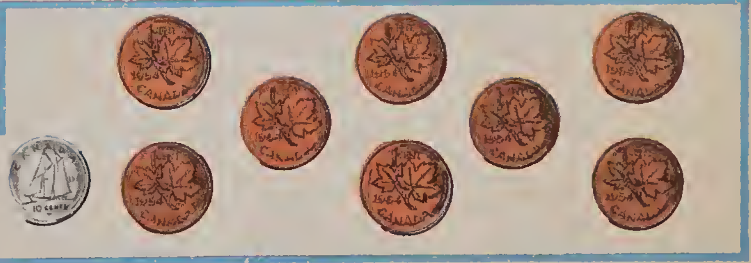


7.

9¢



15¢



Even and Odd Counting Numbers

1.

1	2	3	4	5	6	7	8	9	10
●	●●	●●●	●●●●	●●●●●	●●●●●●	●●●●●●●	●●●●●●●●	●●●●●●●●●	●●●●●●●●●●

a. What box shows all dots in pairs? Write the numerals.

2 4 ___ ___ ___

These numerals are for even numbers.

b. What box has dots not all in pairs? Write the numerals.

1 3 ___ ___ ___

These numerals are for odd numbers.

2. **a.** Put O with numerals for odd numbers.

b. Put E with numerals for even numbers.

O	E								
11	12	13	14	15	16	17	18	19	20

3. Write the missing numerals.

2 4 6 ___ ___ ___ ___ ___ ___ 20

4. Write the missing numerals.

1 3 5 ___ ___ ___ ___ ___ ___ 19

5. What is the next even number?

8 ___ 14 ___ 16 ___

6. Write the missing numerals.

4 6 ___ 12 ___ 8

___ 20 ___ 18 ___ 14

7. What is the next odd number?

3 ___ 17 ___ 13 ___

8. Write the missing numerals.

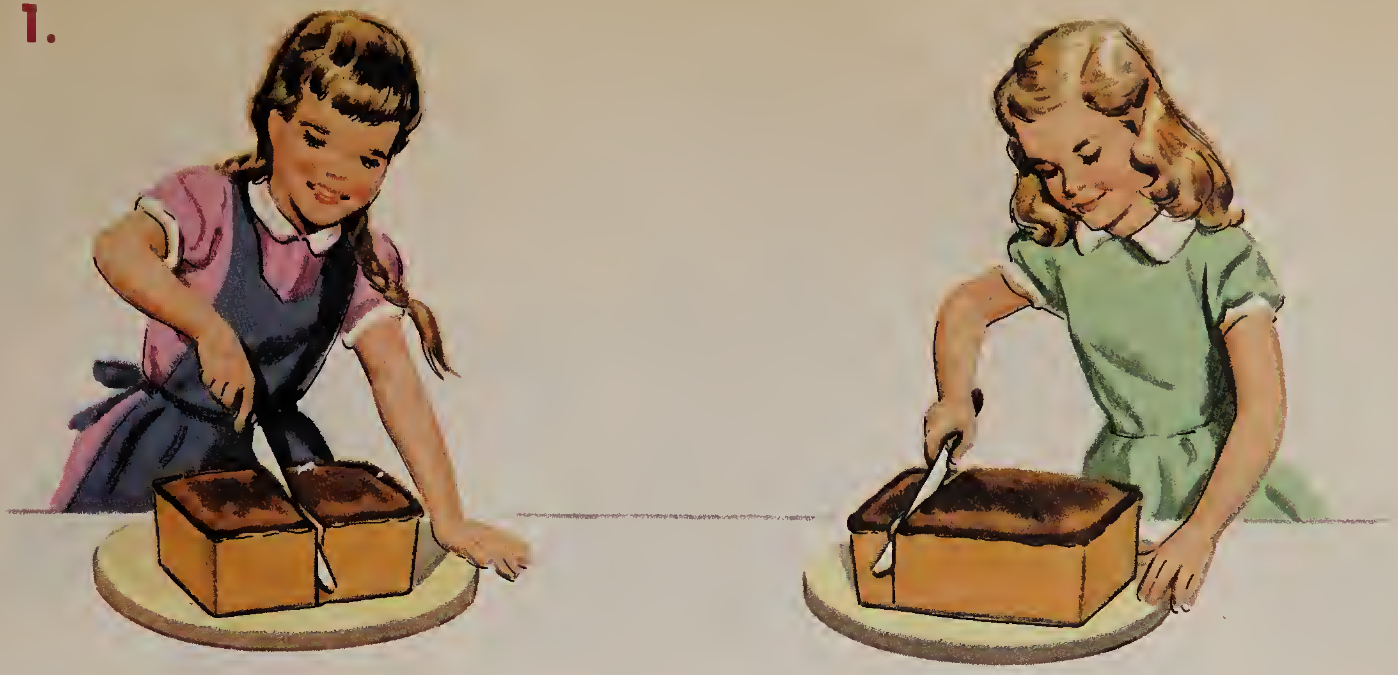
15 17 ___ 11 ___ 5

___ 13 ___ 7 ___ 15

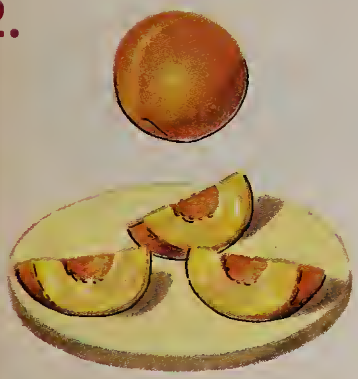
Wholes and Halves

Halves and one half of a single thing

1.



2.



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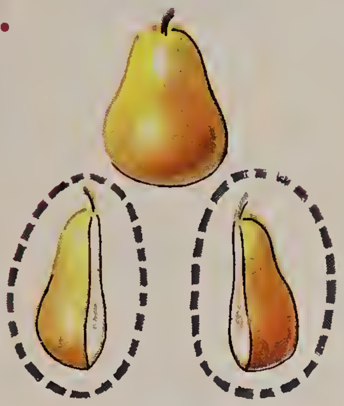

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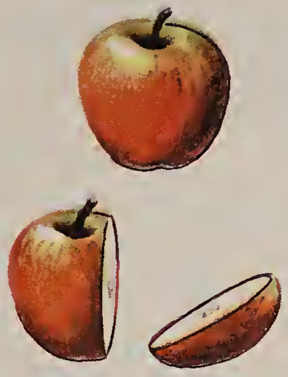

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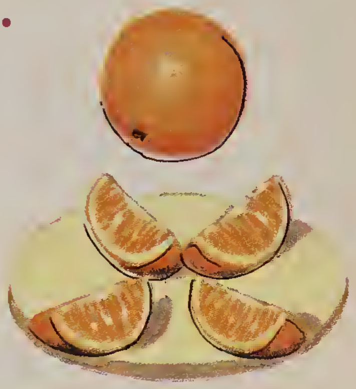

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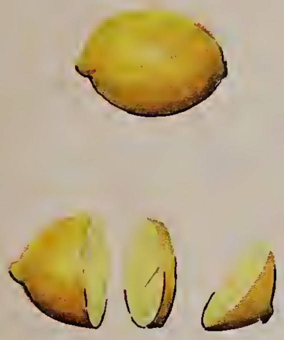

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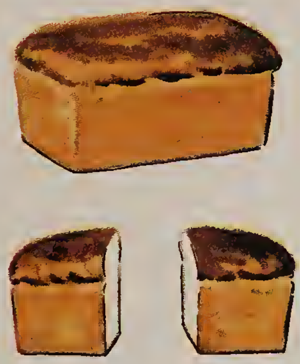

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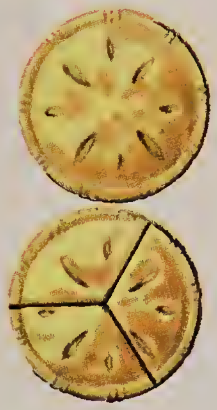

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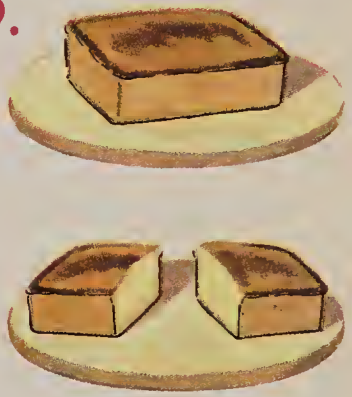

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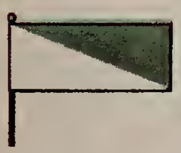
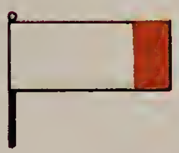
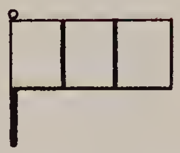


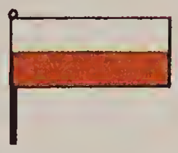
[✓ Yes] No



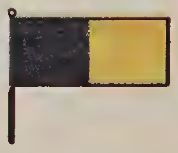
Yes No



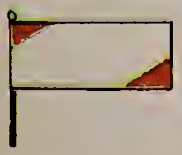
Yes No



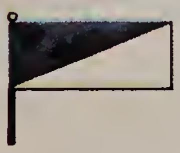
Yes No



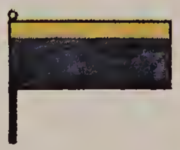
Yes No



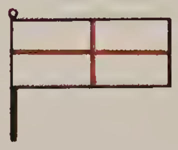
Yes No



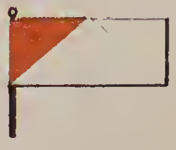
Yes No



Yes No



Yes No

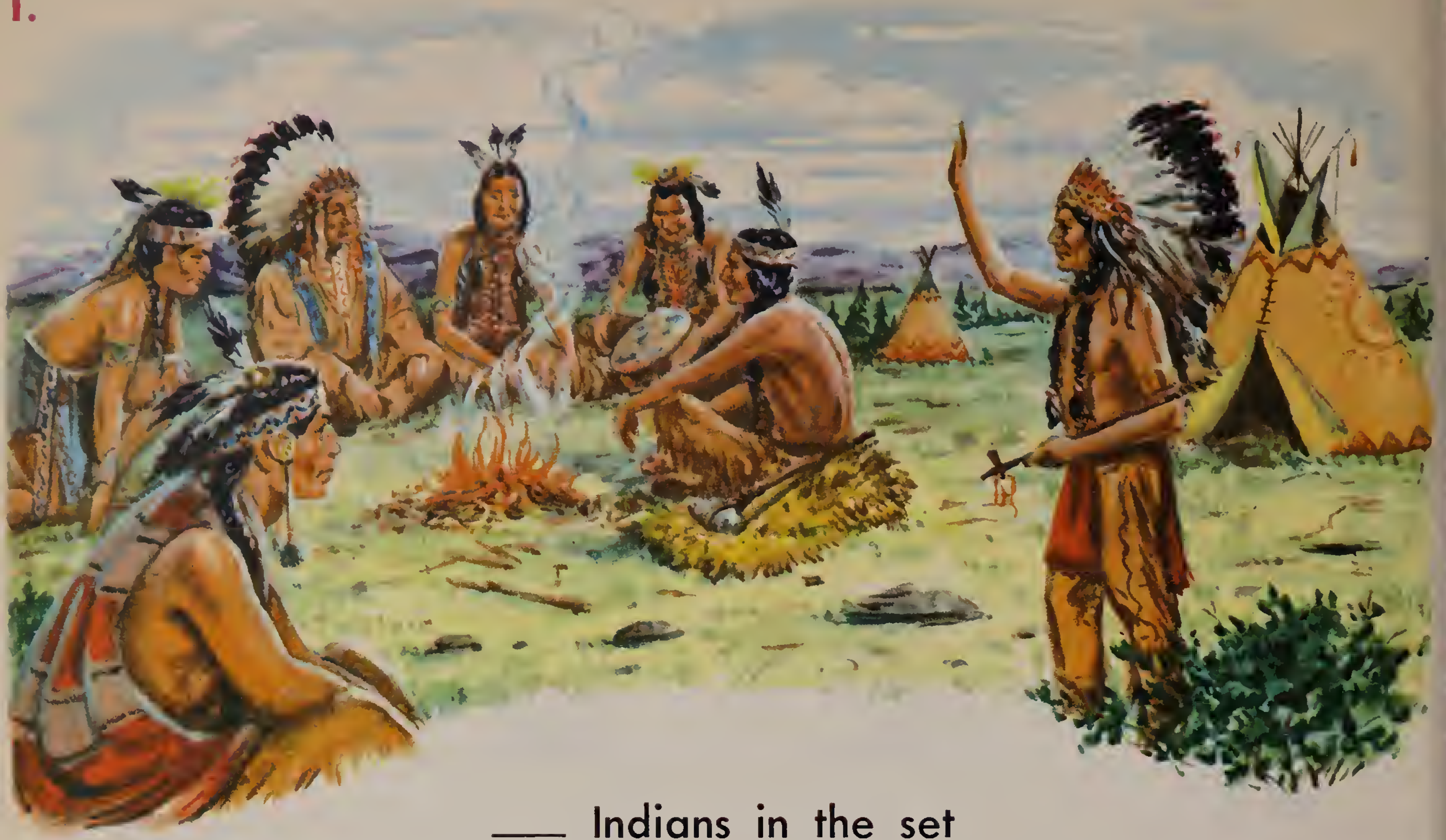


Yes No

The Pair of S. Facts Using Seven, One, and Six

Related subtraction facts

1.



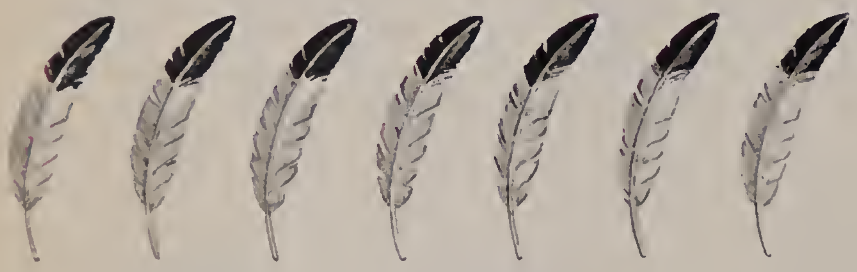
___ Indians in the set

Cover 1 Indian. ___ Indians are left. 7 – ___ = ___

Cover 6 Indians. ___ Indian is left. 7 – ___ = ___

Show the pair of S. facts. 7 – 1 = ___ 7 – 6 = ___

2.

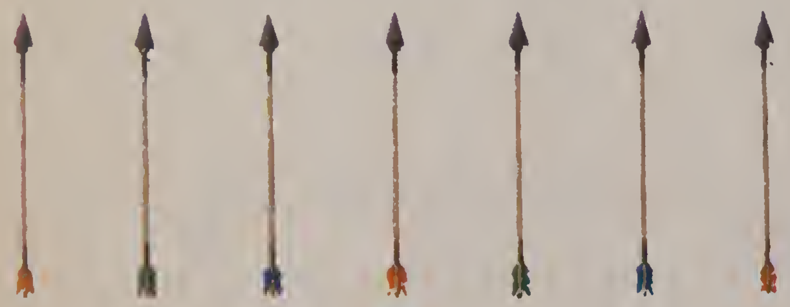


___ in the set

Cover 6. 7 – ___ = ___

Cover 1. 7 – ___ = ___

3.



___ in the set

Cover 1. ___ – ___ = ___

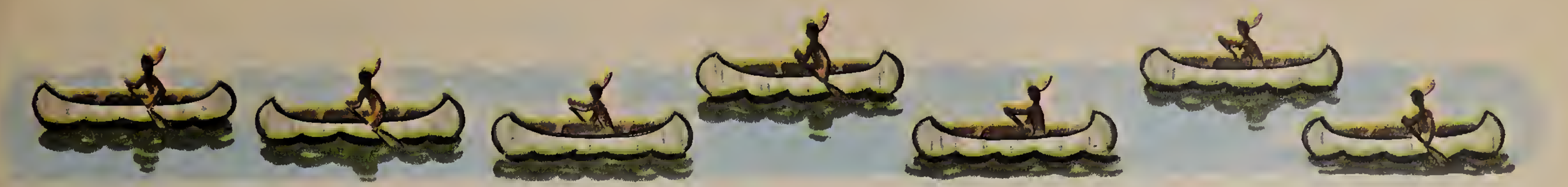
Cover 6. ___ – ___ = ___

4. From 7 – 1 = 6, show the other S. fact of the pair. 7 – ___ = ___

The Pair of S. Facts Using Seven, Two, and Five

Related subtraction facts

1.



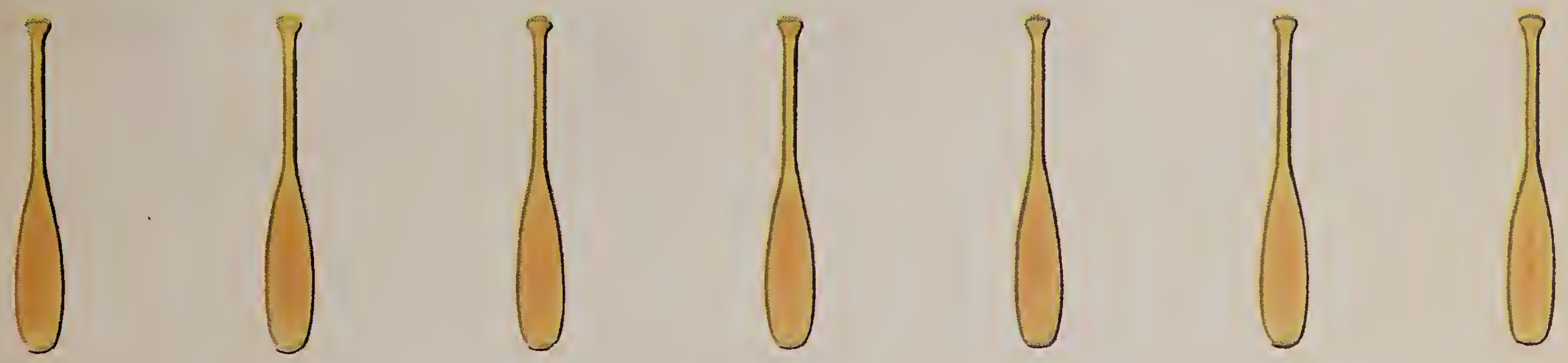
____ canoes in the set

Cover 2 canoes. ____ canoes are left. 7 – ____ = ____

Cover 5 canoes. ____ canoes are left. 7 – ____ = ____

Show the pair of S. facts. ____ – ____ = ____ ____ – ____ = ____

2.

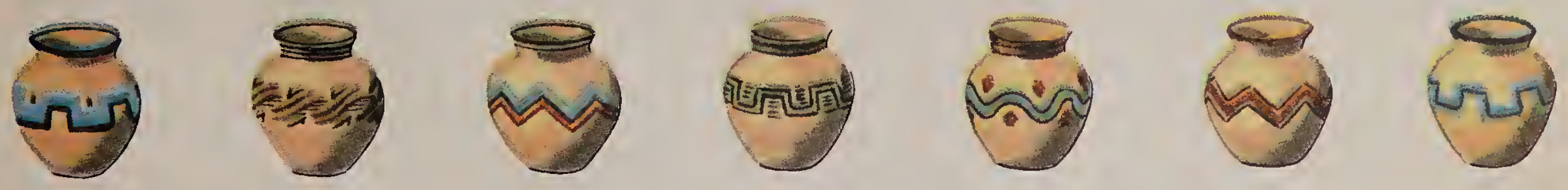


____ in the set

Cover 5. 7 – ____ = ____ Cover 2. 7 – ____ = ____

Show the pair of S. facts. ____ – ____ = ____ ____ – ____ = ____

3.



____ in the set

Cover 2. ____ – ____ = ____ Cover 5. ____ – ____ = ____

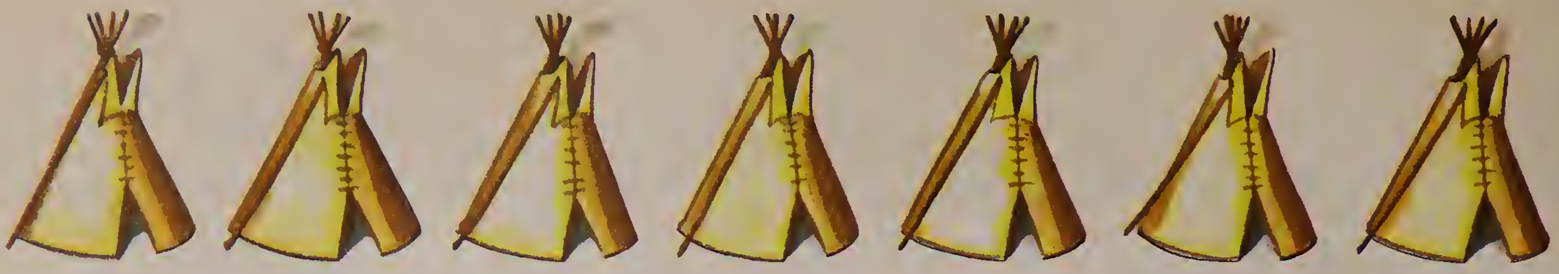
Show the pair of S. facts. ____ – ____ = ____ ____ – ____ = ____

4. From 7 – 2 = 5, show the other S. fact of the pair. 7 – ____ = ____

The Pair of S. Facts Using Seven, Three, and Four

Related subtraction facts

1.



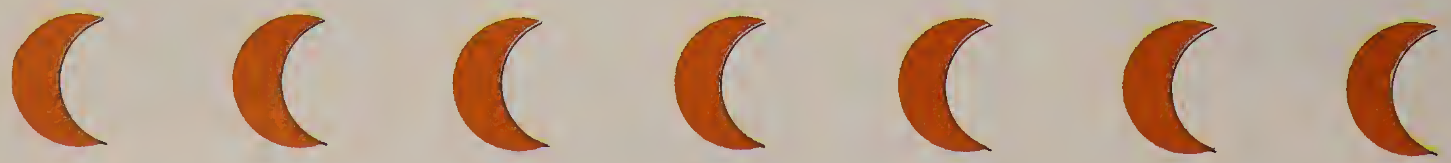
____ tepees in the set

Cover 3 tepees. ____ tepees are left. 7 – ____ = ____

Cover 4 tepees. ____ tepees are left. 7 – ____ = ____

Show the pair of S. facts. ____ – ____ = ____ ____ – ____ = ____

2.



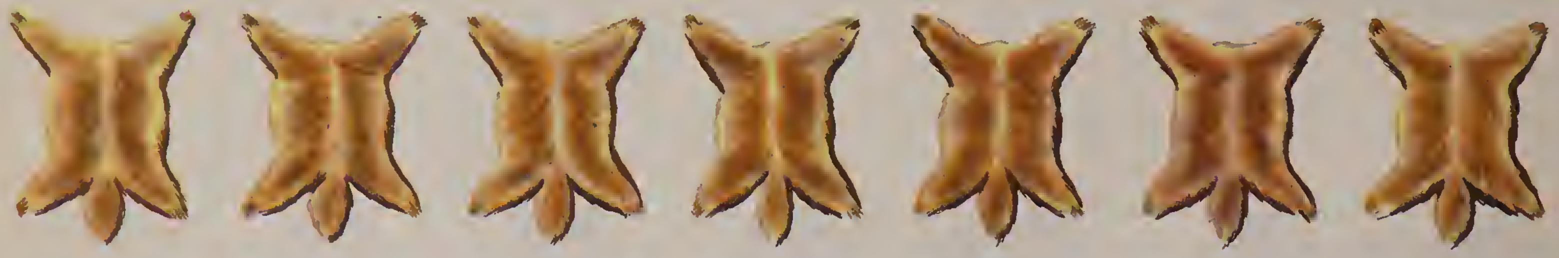
____ in the set

Cover 4. 7 – ____ = ____

Cover 3. 7 – ____ = ____

Show the pair of S. facts. ____ – ____ = ____ ____ – ____ = ____

3.



____ in the set

Cover 3. ____ – ____ = ____

Cover 4. ____ – ____ = ____

Show the pair of S. facts. ____ – ____ = ____ ____ – ____ = ____

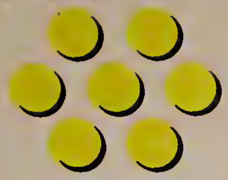
4. From 7 – 3 = 4, show the other S. fact of the pair. 7 – ____ = ____

Working with Addition and Subtraction

Related subtraction facts; addition and subtraction practice

1. What are the pairs of subtraction facts?

a.



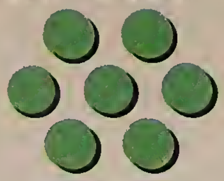
Cover 1.

___ − ___ = ___

Cover 6.

____

b.



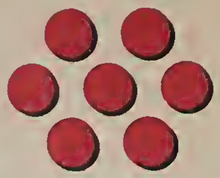
Cover 4.

___ − ___ = ___

Cover 3.

____

c.



Cover 5.

___ − ___ = ___

Cover 2.

____

2. Finish the work to show pairs of facts.

a. 5 + 1 = ____

____

b. 2 + 4 = ____

____

c. 6 − 5 = ____

____

d. 6 − 2 = ____

____

3. Write the answers.

3 + 3 = □

6 − 2 = ○

3 + 2 = ⬡

4 + 2 = △

5 − 4 = ⬡

4 + 1 = ○

5 − 3 = □

6 − 5 = ⬡

5 − 2 = ○

1 + 5 = ⬡

2 + 2 = ⬡

4 − 1 = ○

5 − 1 = △

1 + 4 = ⬡

6 − 4 = □

5 + 1 = □

6 − 3 = ⬡

2 + 4 = ○

6 − 1 = ⬡

2 + 3 = ○

4. Write your work.

a.

b.

A. Facts and S. Facts

Inverses, sums as great as 7

1. Finish the work.

a. 4 + 1 = □; so 5 − 1 = ⬡.

b. 3 + 2 = □; so 5 − 2 = ⬡.

c. 2 + 3 = □; so 5 − 3 = ⬡.

d. 1 + 4 = □; so 5 − 4 = ⬡.

2. Finish the work.

a. 5 + 1 = □; so 6 − 1 = ⬡.

b. 4 + 2 = □; so 6 − 2 = ⬡.

c. 3 + 3 = □; so 6 − 3 = ⬡.

d. 2 + 4 = □; so 6 − 4 = ⬡.

e. 1 + 5 = □; so 6 − 5 = ⬡.

3. Finish the work.

a. 6 + 1 = □; so 7 − 1 = ⬡.

b. 5 + 2 = □; so 7 − 2 = ⬡.

c. 4 + 3 = □; so 7 − 3 = ⬡.

d. 3 + 4 = □; so 7 − 4 = ⬡.

e. 2 + 5 = □; so 7 − 5 = ⬡.

f. 1 + 6 = □; so 7 − 6 = ⬡.

What Is the Unknown Number?

Finishing number sentences

1. Finish each to show a fact.

4 + 2 = ⬡

3 + 1 = ○

2 + 3 = □

1 + 5 = ⬡

2 + □ = 5

5 + ⬡ = 6

1 + ○ = 4

3 + △ = 6

□ + 4 = 6

○ + 1 = 5

⬡ + 2 = 4

△ + 4 = 5

2. Finish each to show a fact.

5 − 4 = ○

6 − 3 = ⬡

4 − 1 = □

6 − 2 = ⬡

4 − ⬡ = 3

6 − □ = 2

5 − △ = 3

6 − ○ = 5

□ − 1 = 4

○ − 2 = 2

⬡ − 5 = 1

⬡ − 2 = 4

3. Finish each to show a fact.

3 + ⬡ = 4

△ − 3 = 1

□ + 1 = 6

6 − 2 = ○

6 − ○ = 3

⬡ + 2 = 5

5 − 4 = △

□ + 4 = 5

2 + 4 = □

4 − ○ = 1

2 + ⬡ = 6

⬡ − 5 = 1

4. Now finish each of these:

3 + 1 + 2 = △

2 + 1 + 1 = □

2 + 1 + 2 = ⬡

1 + 4 + 1 = ⬡

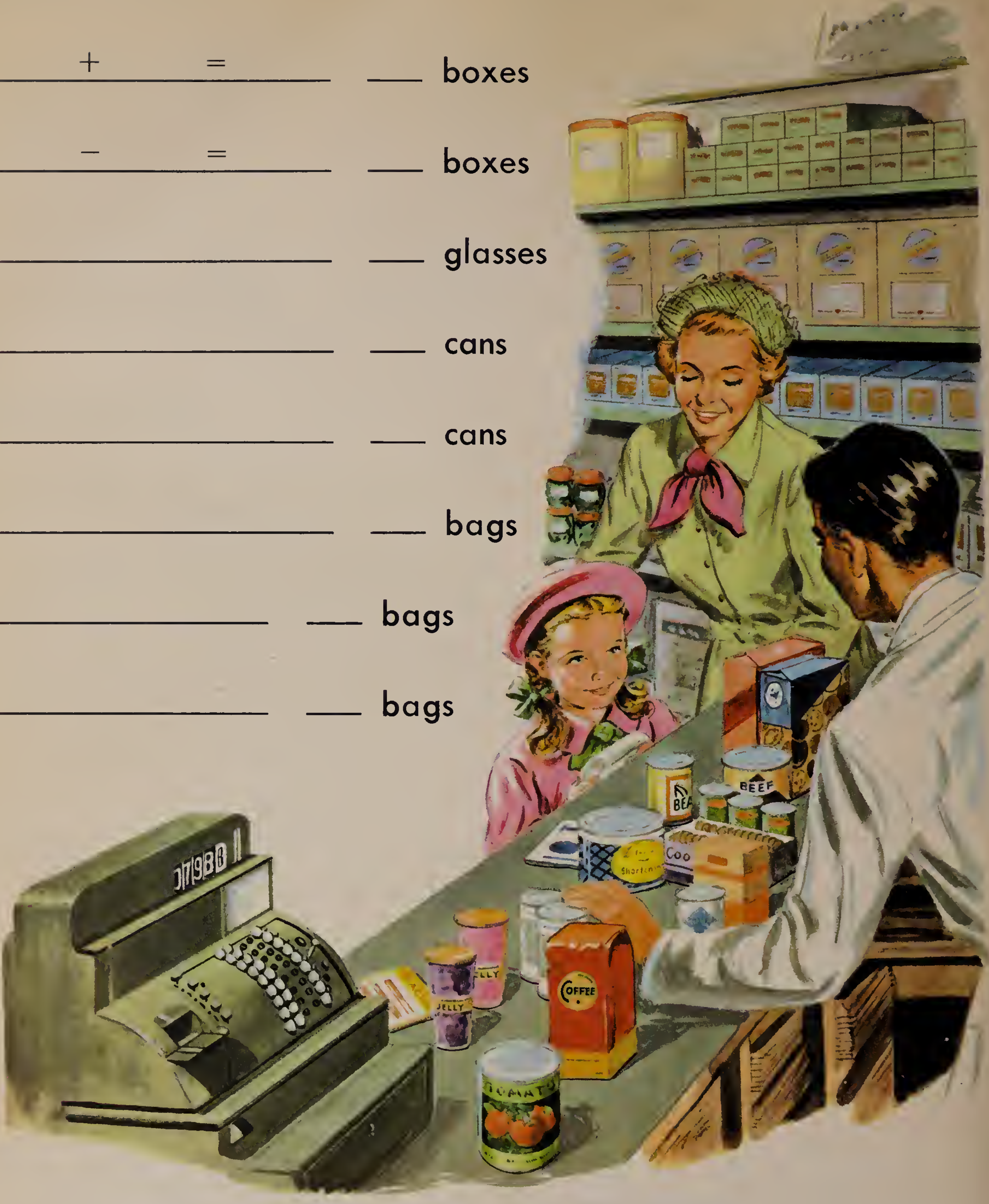
1 + 1 + 3 = ○

2 + 2 + 2 = □

Using Addition and Subtraction

Problem-solving

1. ________ + ________ = ________ ____ boxes
2. ________ − ________ = ________ ____ boxes
3. __________________________ ____ glasses
4. __________________________ ____ cans
5. __________________________ ____ cans
6. __________________________ ____ bags
7. ______________________ ____ bags
8. ______________________ ____ bags



9. Jane buys 2 yellow apples and 4 green apples. Find how many she has all together.

____________________ ____ apples

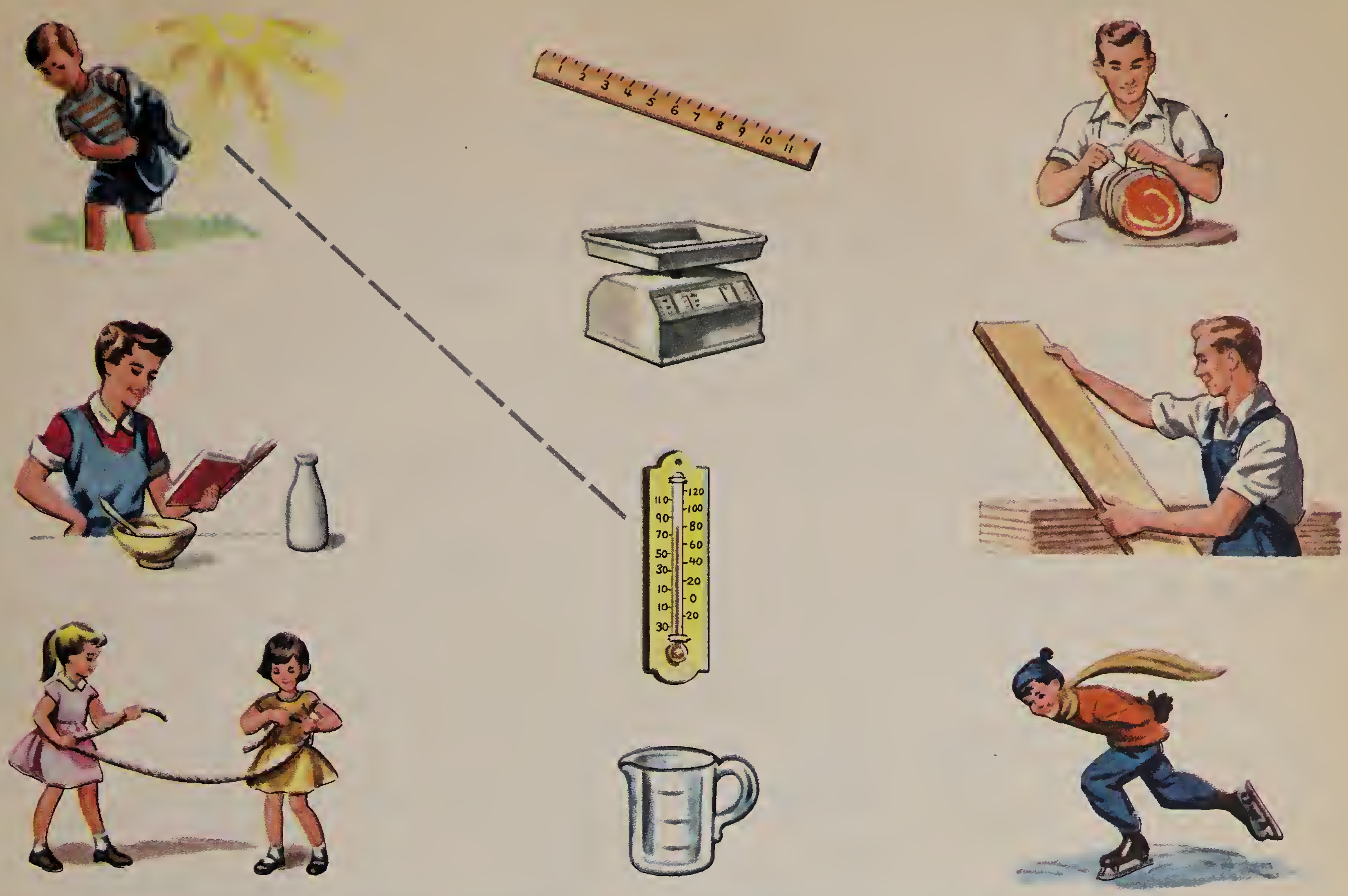
10. The store has 6 cans of fish. Jane buys 3 of the cans. Find how many cans are left.

______________________ ____ cans

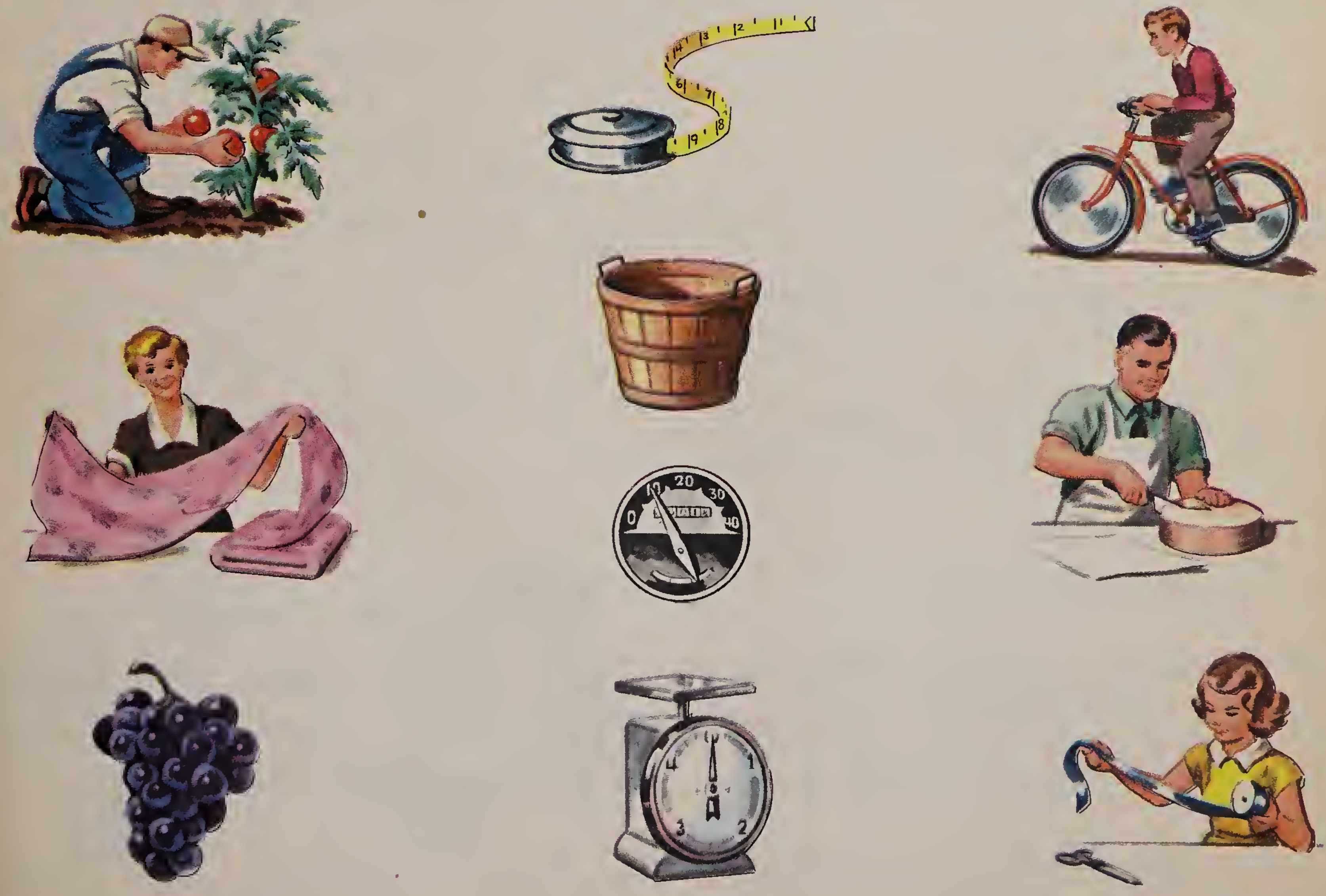
Instruments for Measuring

Length, weight, temperature, capacity, speed

1.



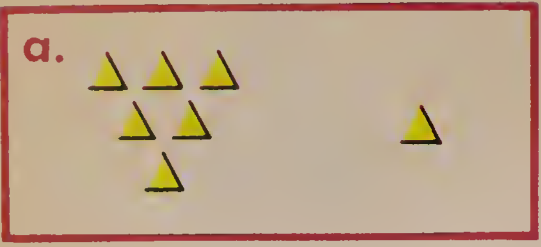
2.

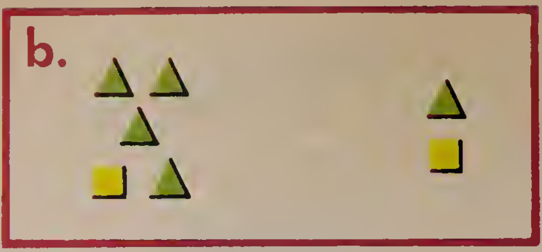


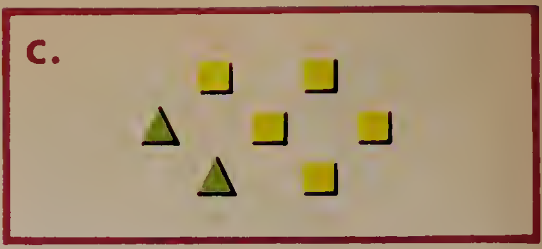
Do You Know?

Unit test

1. Finish the work.

a.


b.


c.


7; 6 and ___ ___ + ___ = ___ 7 − 3 = ___

7; 1 and ___ ____________ ____________

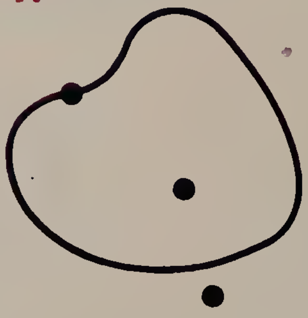
2. Finish the work.

4 + 2 = ☐	6 − 3 = ☐	1 + 5 = ☐
1 + 4 = ☐	5 − 4 = ☐	6 − 4 = ☐
6 − 5 = ☐	2 + 3 = ☐	1 + 3 + 2 = ☐
3 + 3 = ☐	6 − 2 = ☐	2 + 1 + 2 = ☐

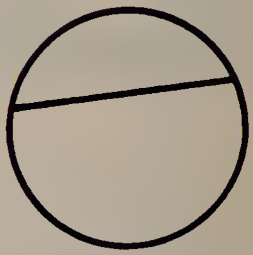
3.

69	___ tens and ___ ones
	8 tens and 0 ones

4.



5.



Yes No

6. Write your work.

Jack has 6 marbles. Little Tom takes 3 of the marbles. Find how many marbles Jack has then.

____________ ___ marbles

7. Write your work.

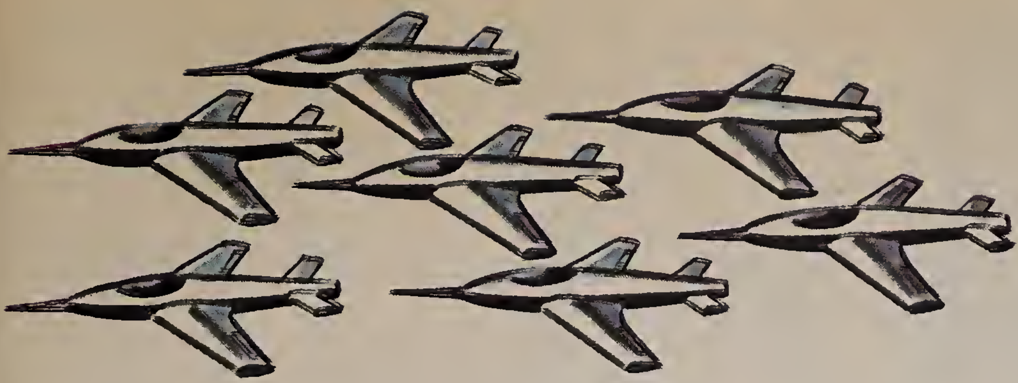
Patty has 2 cakes and Susan has 4 cakes. Find how many cakes they have together.

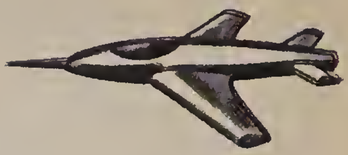
____________ ___ cakes

Two Parts of a Set of 8

Separating a set into two subsets

1.



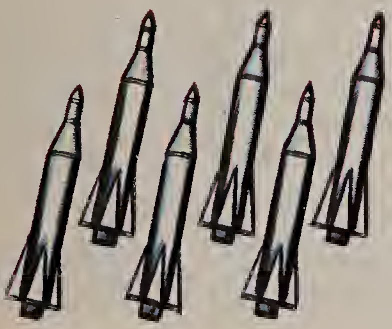


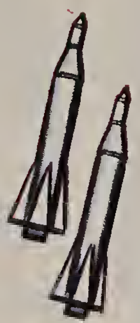
___ in the set

7 in one part ___ in the other part

___; 7 and ___ ___; ___ and 7

2.





___ in the set

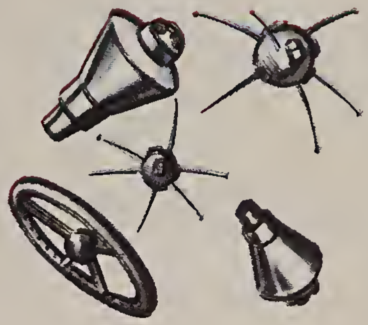
6 in one part

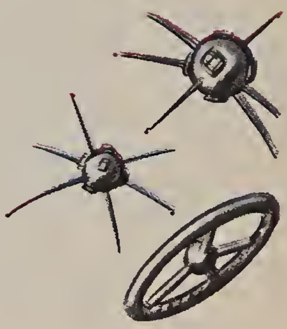
___ in the other part

___; 6 and ___

___; ___ and 6

3.





___ in the set

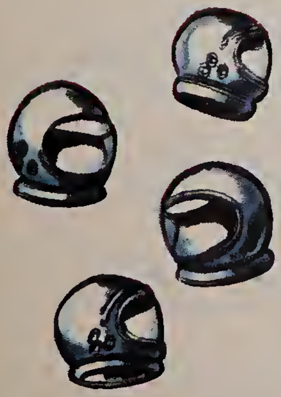
5 in one part

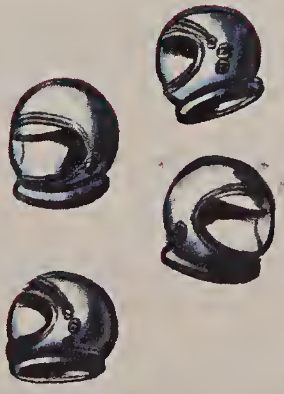
___ in the other part

___; 5 and ___

___; ___ and 5

4.





___ in the set

4 in one part

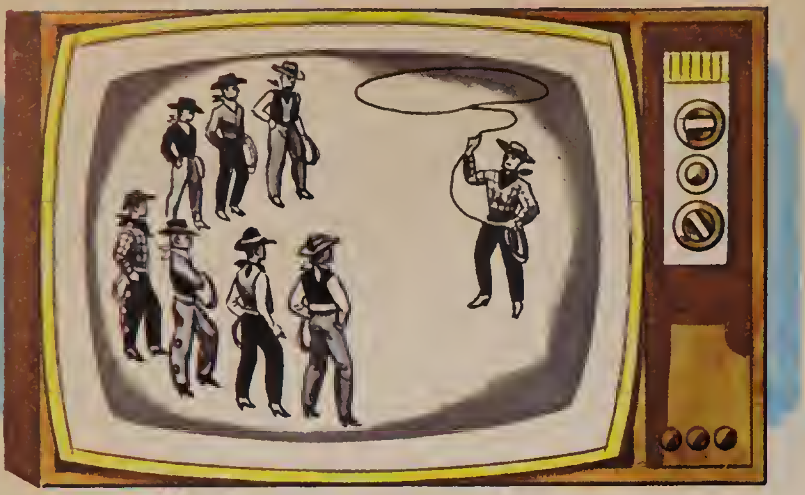
___ in the other part

___; 4 and ___

The Pair of A. Facts Using Seven, One, and Eight

Use of Commutative Property of Addition

1.



7 in one part

___ in the other part

What is the pair of A. facts?

7 + ____ = ____

____ + ____ = ____

2.

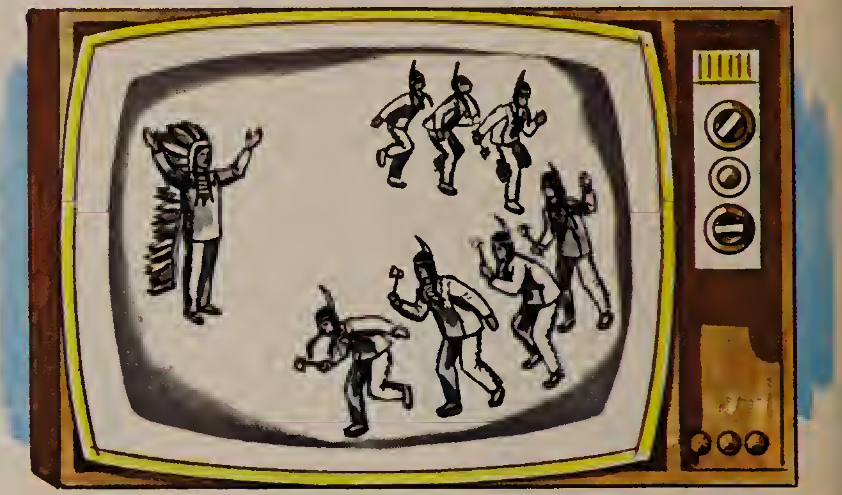
1 in one part

___ in the other part

What is the pair of A. facts?

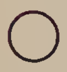
1 + ____ = ____

____ + ____ = ____



3. How many

are here? ___ Draw 7.



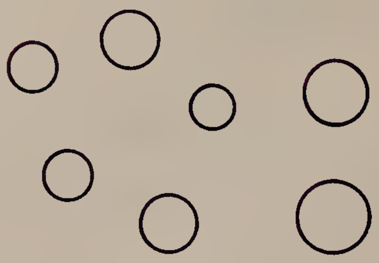
Show the pair of A. facts.

____

____

4. How many

are here? ___ Draw 1.



Show the pair of A. facts.

____

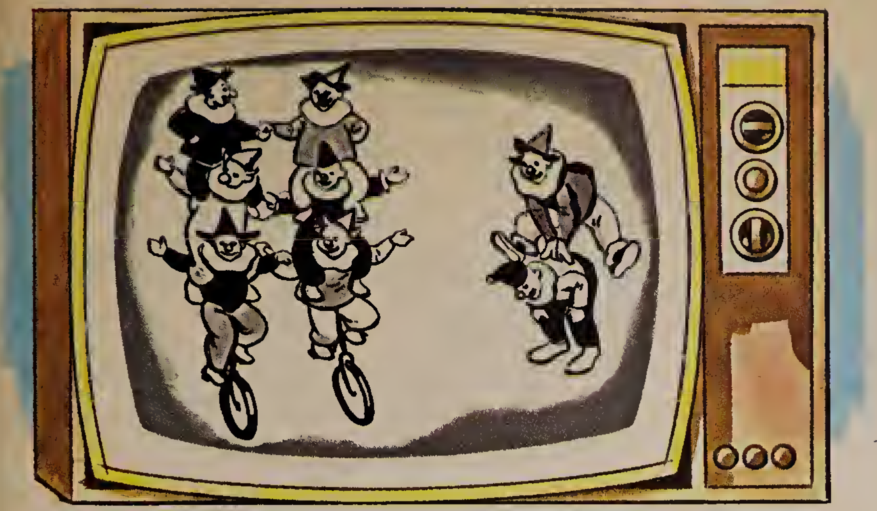
____

5. From 7 + 1 = 8, show the other A. fact of the pair. ________________

The Pair of A. Facts Using Six, Two, and Eight

Use of Commutative Property of Addition

1.



6 in one part

___ in the other part

What is the pair of A. facts?

6 + ___ = ___

___ + ___ = ___

2.

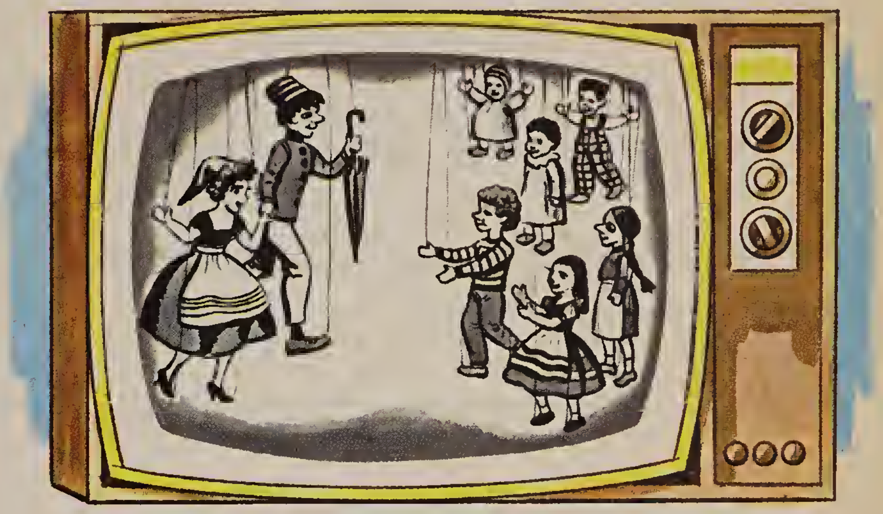
2 in one part

___ in the other part

What is the pair of A. facts?

2 + ___ = ___

___ + ___ = ___



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3. How many

are here? ___ Draw 6.

△

△

Show the pair of A. facts.

____

____

4. How many

are here? ___ Draw 2.

△ △

△ △

△ △

Show the pair of A. facts.

____

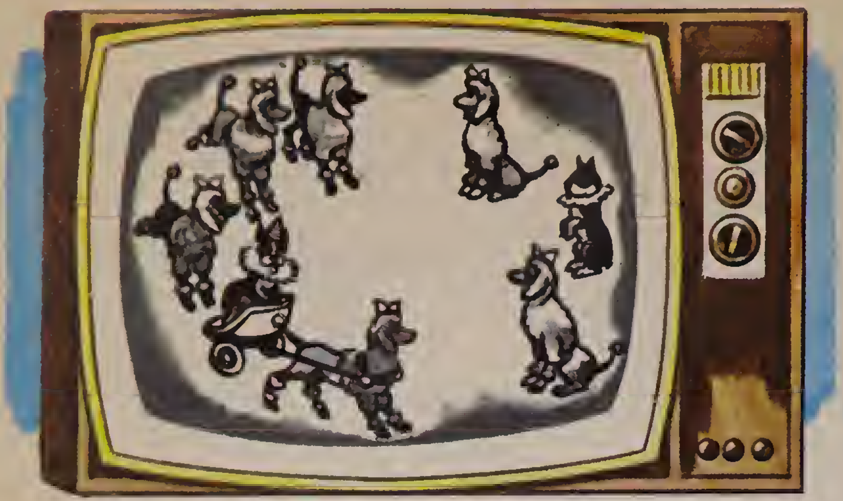
____

5. From 6 + 2 = 8, show the other A. fact of the pair. ______________

The Pair of A. Facts Using Five, Three, and Eight

Use of Commutative Property of Addition

1.



5 in one part

____ in the other part

What is the pair of A. facts?

5 + ______ = ______

____

2.

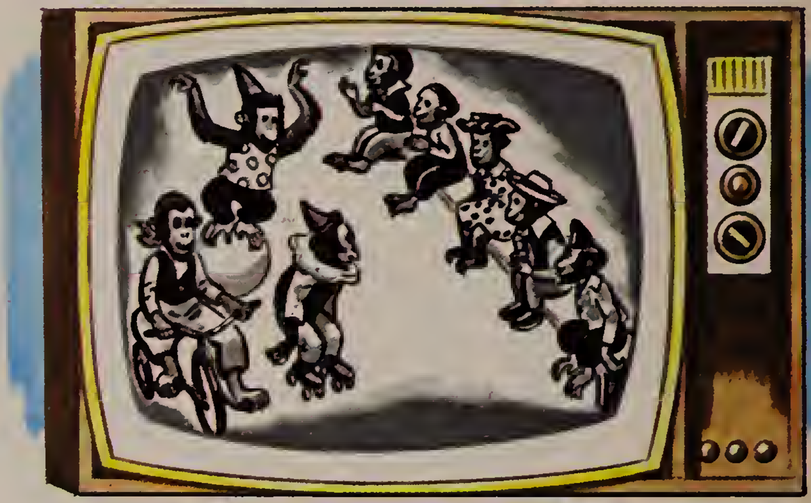
3 in one part

____ in the other part

What is the pair of A. facts?

3 + ______ = ______

____



3. How many

are here? ____ Draw 5.

☐ ☐ ☐

What is the pair of A. facts?

____

____

4. How many

are here? ____ Draw 3.

☐ ☐ ☐ ☐ ☐

What is the pair of A. facts?

____

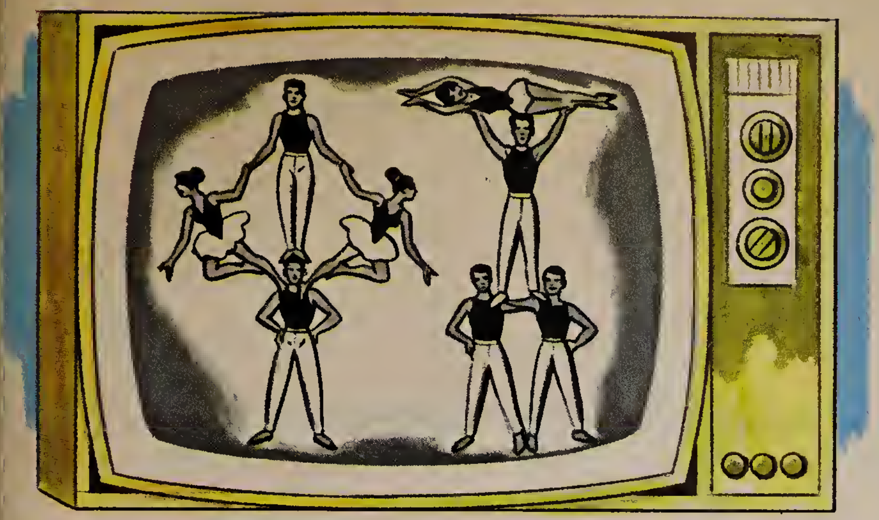
____

5. From 5 + 3 = 8, show the other A. fact of the pair. ____________

The One A. Fact Using Four, Four, and Eight

Finishing number sentences

1.



4 in one part

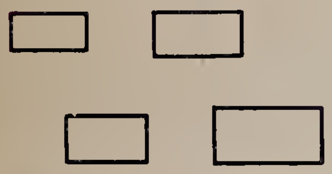
___ in the other part

What is the A. fact?

4 + ___ = ___

Is there a pair of A. facts for 4, 4, and 8? ______

2. How many are here? ___ Draw 4.



Now show the A. fact.

____

Is there a pair of A. facts for 4, 4, and 8? ______

3. Finish these:

a. 7 + ☐ = 8

b. 6 + ☐ = 8

c. 5 + ☐ = 8

d. 4 + ☐ = 8

e. 3 + ☐ = 8

f. 2 + ☐ = 8

g. 1 + ☐ = 8

4. Now finish these:

a. 5 + 2 = ☐

b. 2 + 4 = ☐

c. 4 + 3 = ☐

d. 6 + 1 = ☐

e. 4 + 2 = ☐

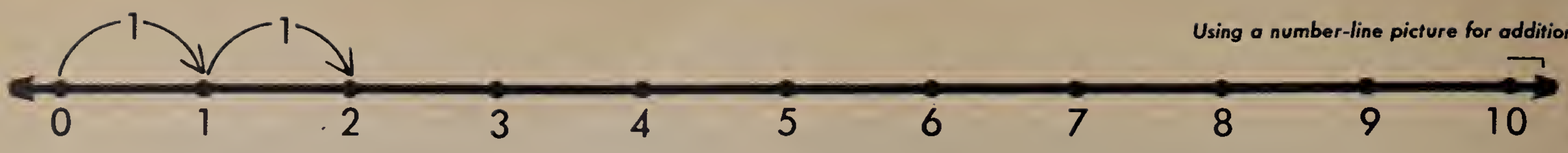
f. 2 + 5 = ☐

g. 3 + 4 = ☐

One Greater

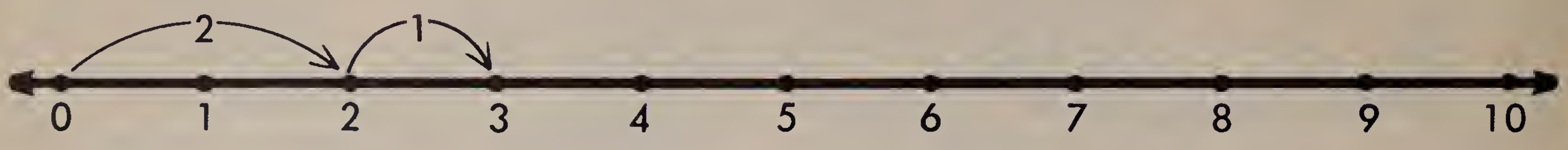
Using a number-line picture for addition

1.


1
1
0
1
2
3
4
5
6
7
8
9
10

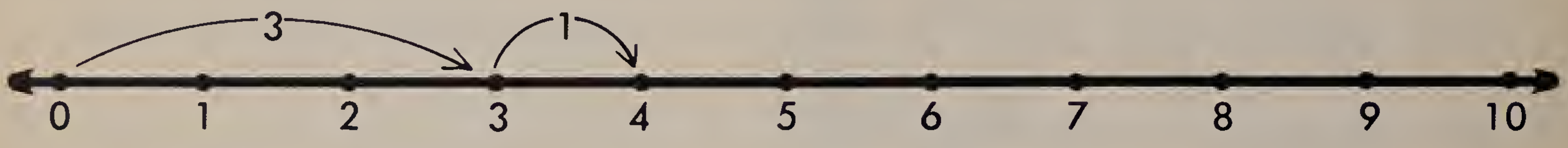
What number is 1 greater than 1? 1 + 1 = ☐

2.


2
1
0
1
2
3
4
5
6
7
8
9
10

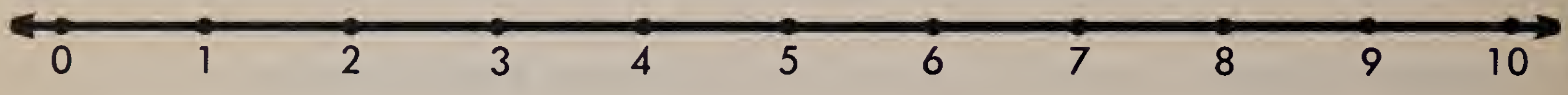
What number is 1 greater than 2? 2 + 1 = ☐

3.


3
1
0
1
2
3
4
5
6
7
8
9
10

What number is 1 greater than 3? 3 + 1 = ☐

4.


0
1
2
3
4
5
6
7
8
9
10

What number is

a. 1 greater than 4? 4 + 1 = ___

b. 1 greater than 5? 5 + 1 = ___

c. 1 greater than 6? 6 + 1 = ___

d. 1 greater than 7? 7 + 1 = ___

e. 1 greater than 8? 8 + 1 = ___

f. 1 greater than 9? 9 + 1 = ___

5. Write the answers.

6 + 1 = ☐ 2 + 1 = ☐ 9 + 1 = ☐ 4 + 1 = ☐

7 + 1 = ☐ 8 + 1 = ☐ 3 + 1 = ☐ 5 + 1 = ☐

One in Addition

Use of Commutative Property of Addition; practice with addition facts

1. 4 + 1 = □,
so 1 + 4 = □.

2. 5 + 1 = ○,
so 1 + 5 = ○.

3. 6 + 1 = ⬡,
so 1 + 6 = ⬡.

4. 7 + 1 = ___,
so 1 + 7 = ___.

5. 8 + 1 = ___,
so 1 + 8 = ___.

6. 9 + 1 = ___,
so 1 + 9 = ___.

7. Write the answers.

1 + 3 = □
1 + 5 = □
1 + 6 = □
1 + 9 = □
1 + 8 = □
1 + 4 = □
1 + 2 = □
1 + 7 = □

8. Finish each of these to show an A. fact:

5 + □ = 6
7 + △ = 8
4 + ○ = 5
○ + 8 = 9
6 + ⬡ = 7

1 + △ = 4
1 + □ = 8
⬡ + 1 = 10
1 + △ = 7
1 + ○ = 5

□ + 2 = 3
8 + ⬡ = 9
○ + 1 = 4
□ + 5 = 6
1 + △ = 10

9. Finish each of these to show an A. fact:

3 + □ = 6
5 + □ = 7
4 + □ = 7
2 + □ = 6

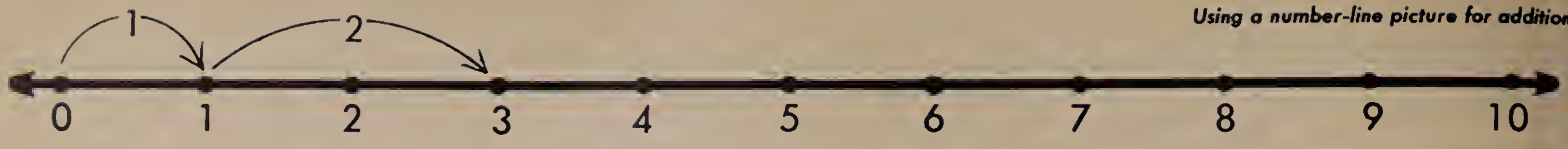
1 + □ = 5
2 + □ = 7
5 + □ = 6
6 + □ = 7

4 + □ = 6
1 + □ = 7
3 + □ = 7
3 + □ = 5

Two Greater

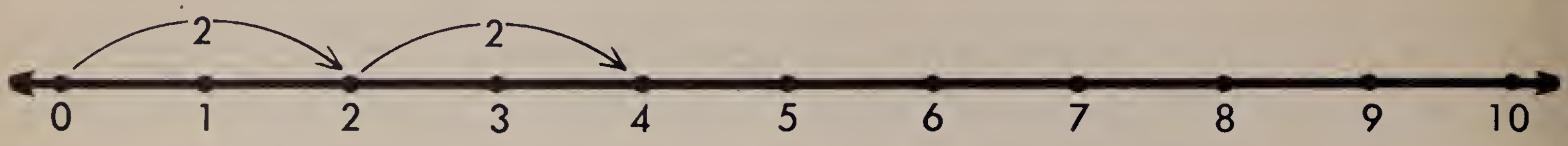
Using a number-line picture for addition

1.


1
2
0
1
2
3
4
5
6
7
8
9
10

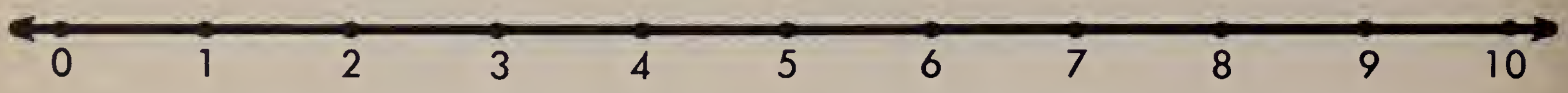
What number is 2 greater than 1? 1 + 2 = ○

2.


2
2
0
1
2
3
4
5
6
7
8
9
10

What number is 2 greater than 2? 2 + 2 = ○

3.


0
1
2
3
4
5
6
7
8
9
10

What number is

a. 2 greater than 3? **b.** 2 greater than 5? **c.** 2 greater than 7?

3 + 2 = ___ 5 + 2 = ___ 7 + 2 = ___

Is each answer in **a**, **b**, and **c** a name for an odd number? ______

What number is

d. 2 greater than 4? **e.** 2 greater than 6? **f.** 2 greater than 8?

4 + 2 = ___ 6 + 2 = ___ 8 + 2 = ___

Is each answer in **d**, **e**, and **f** a name for an even number? ______

4. Write the answers.

5 + 2 = ☐ 2 + 2 = ☐ 7 + 2 = ☐ 6 + 2 = ☐

1 + 2 = ☐ 4 + 2 = ☐ 8 + 2 = ☐ 3 + 2 = ☐

Two in Addition

Use of Commutative Property of Addition; practice with subtraction facts

1. 4 + 2 = ⬡,
so 2 + 4 = ⬡.

2. 6 + 2 = ○,
so 2 + 6 = ○.

3. 8 + 2 = □,
so 2 + 8 = □.

4. 3 + 2 = ___,
so 2 + 3 = ___.

5. 5 + 2 = ___,
so 2 + 5 = ___.

6. 7 + 2 = ___,
so 2 + 7 = ___.

7. Write the answers.

2 + 5 = □
2 + 3 = □

2 + 2 = □
2 + 1 = □

2 + 8 = □
2 + 7 = □

2 + 6 = □
2 + 4 = □

8. Finish each of these to show an A. fact:

6 + ○ = 8
3 + □ = 5
⬡ + 2 = 9
2 + △ = 4
2 + ⬡ = 5

2 + ⬡ = 7
2 + △ = 3
2 + ○ = 9
□ + 2 = 6
5 + △ = 7

△ + 8 = 10
7 + ⬡ = 9
□ + 6 = 8
○ + 2 = 8
2 + △ = 6

9. Finish each of these to show a S. fact:

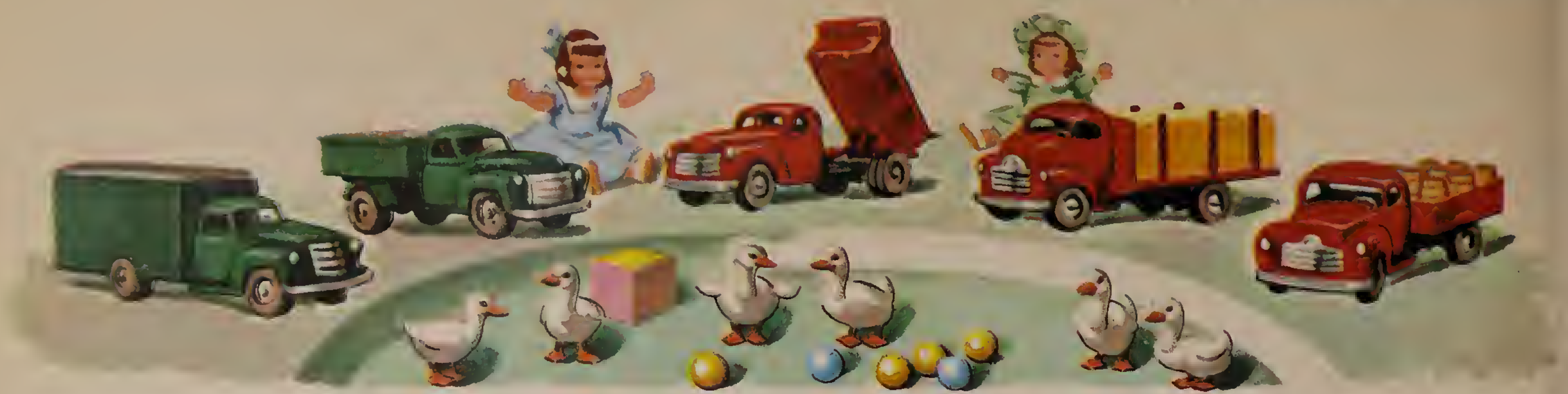
6 − 2 = □
7 − 3 = □
7 − 6 = □
6 − 1 = □

7 − 1 = □
6 − 4 = □
7 − 5 = □
5 − 3 = □

7 − 4 = □
7 − 2 = □
6 − 3 = □
5 − 2 = □

Using Addition and Subtraction

Problem-solving; mixed addition and subtraction practice



1. In the window there are 2 green trucks and 3 red trucks. Find how many trucks there are all together in the window.

____________________ ___ trucks

2. The toy store has 6 toy ducks. The children buy 5 of the ducks. Find how many toy ducks are left in the toy store.

____________________________ ___ duck

3. Dick spent 4¢ for yellow balls and 2¢ for blue balls. Find how many cents he has spent all together for balls.

__________________ ___ cents

Write the answers.

6 − 2 = ☐
5 − 1 = ☐
7 − 5 = ☐
4 + 3 = ☐

2 + 3 = ☐
4 − 3 = ☐
4 + 2 = ☐
7 − 6 = ☐

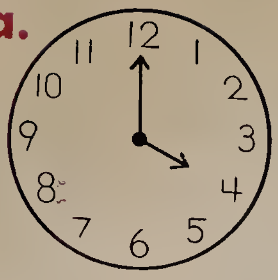
3 + 4 = ☐
6 − 4 = ☐
1 + 4 = ☐
2 + 5 = ☐

1 + 2 + 1 = ☐
2 + 3 + 1 = ☐
2 + 1 + 2 = ☐
2 + 2 + 2 = ☐

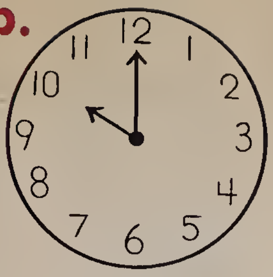
Do You Remember?

1. What time is it?

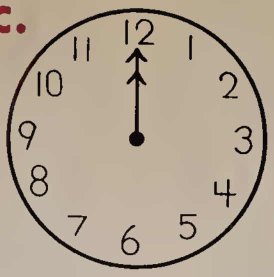
a.



b.



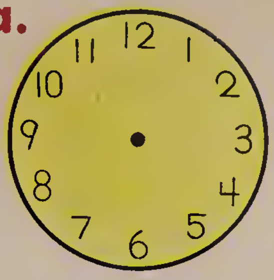
c.



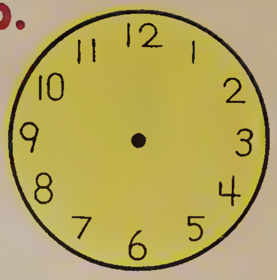
___ o'clock ___ o'clock ___ o'clock

2. Show the time.

a.

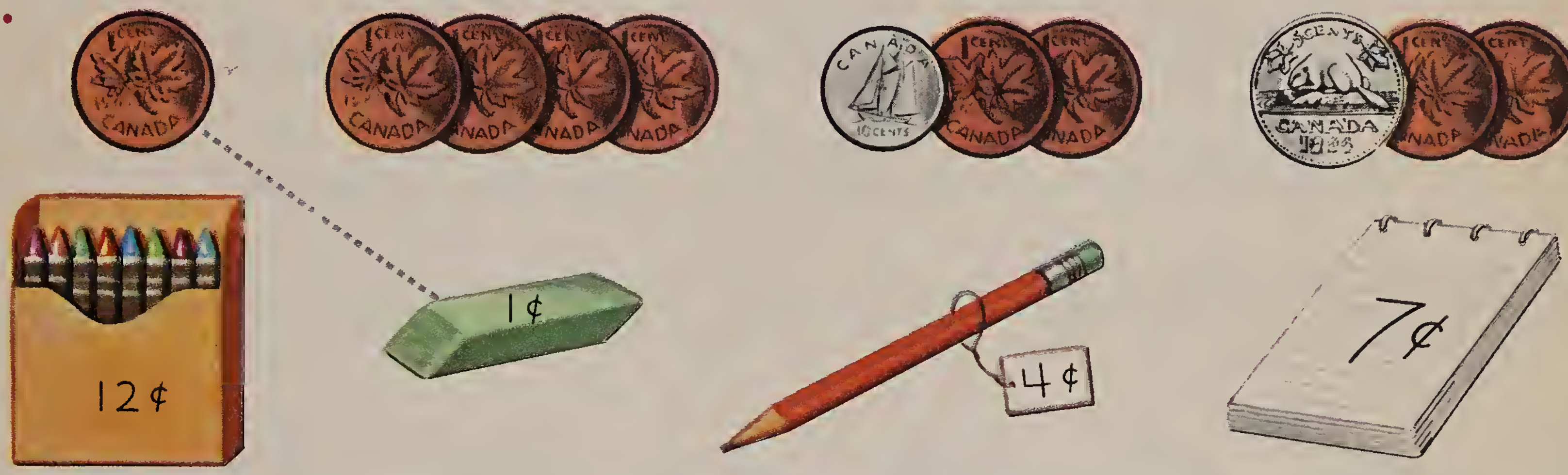


b.



5 o'clock 11 o'clock

3.



4. Finish the work.

4 + 3 = ☐

2 + 4 = ☐

7 − 5 = ☐

3 + 3 = ☐

7 − 4 = ☐

6 − 5 = ☐

4 + 3 = ☐

7 − 2 = ☐

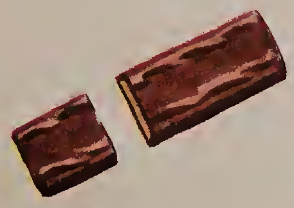
1 + 6 = ☐

7 − 4 = ☐

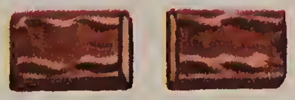
2 + 1 + 3 = ☐

2 + 3 + 2 = ☐

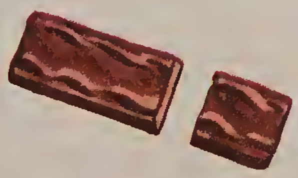
5.



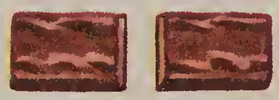
Yes No



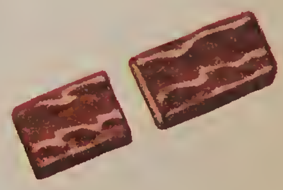
Yes No



Yes No



Yes No

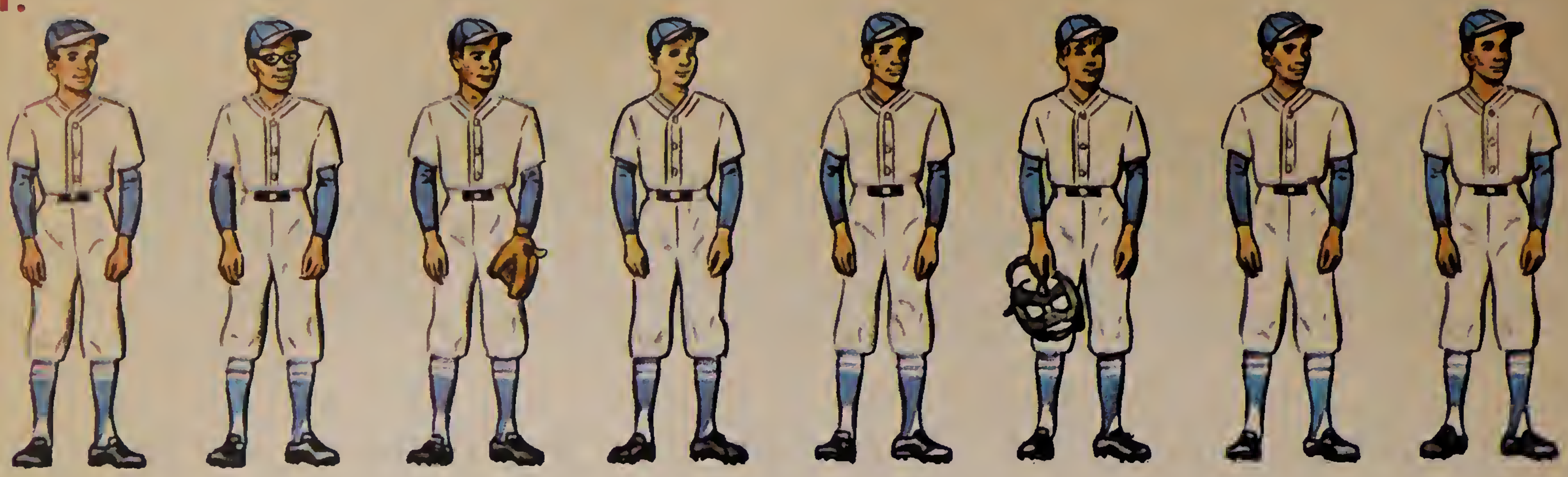


Yes No

The Pair of S. Facts Using Eight, One, and Seven

Related subtraction facts

1.



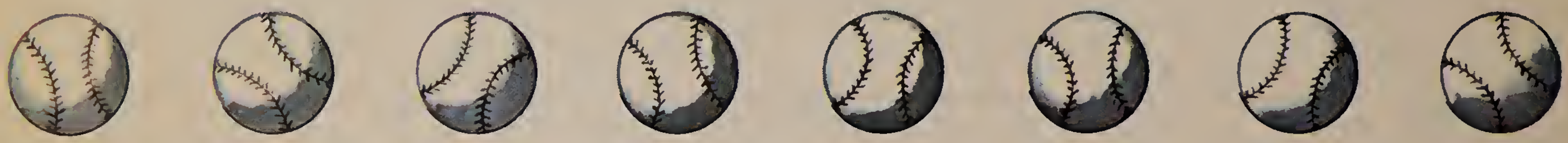
____ in the set

Cover 1. ____ are left. ______ − 1 = ____

Cover 7. ____ is left. ______ − 7 = ____

Show the pair of S. facts. ____________ ____________

2.



____ in the set

Cover 7. ____ is left. ______ − 7 = ____

Cover 1. ____ are left. ______ − 1 = ____

Show the pair of S. facts. ____________ ____________

3. Draw a set of 8.

What is the pair of S. facts?

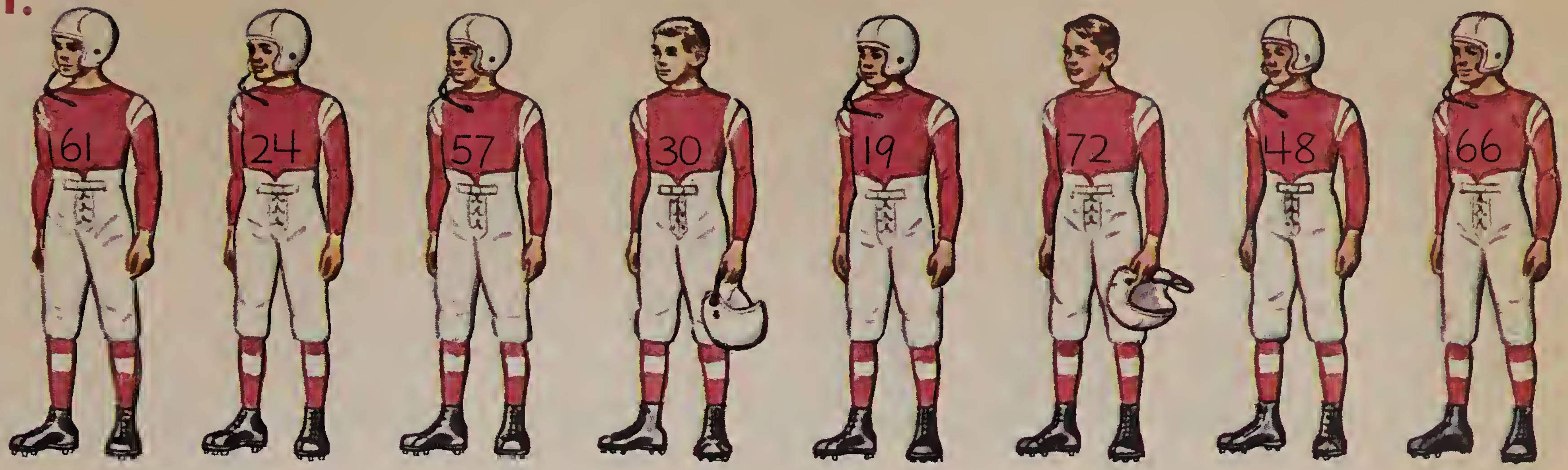
Cover 1. ____________

Cover 7. ____________

4. From 8 − 1 = 7, show the other S. fact of the pair. ____________

The Pair of S. Facts Using Eight, Two, and Six

1.



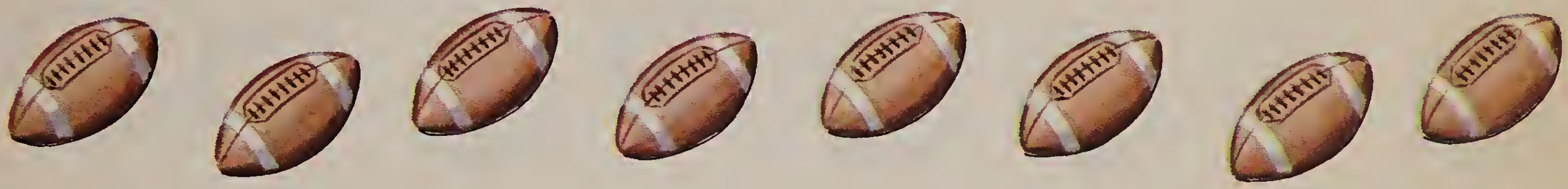
___ in the set

Cover 2. ___ are left. ____ − 2 = ____

Cover 6. ___ are left. ____ − 6 = ____

Show the pair of S. facts. ____________ ____________

2.



___ in the set

Cover 6. ___ are left. ____ − 6 = ____

Cover 2. ___ are left. ____ − 2 = ____

Show the pair of S. facts. ____________ ____________

3. Draw a set of 8.

What is the pair of S. facts?

Cover 2. ____________

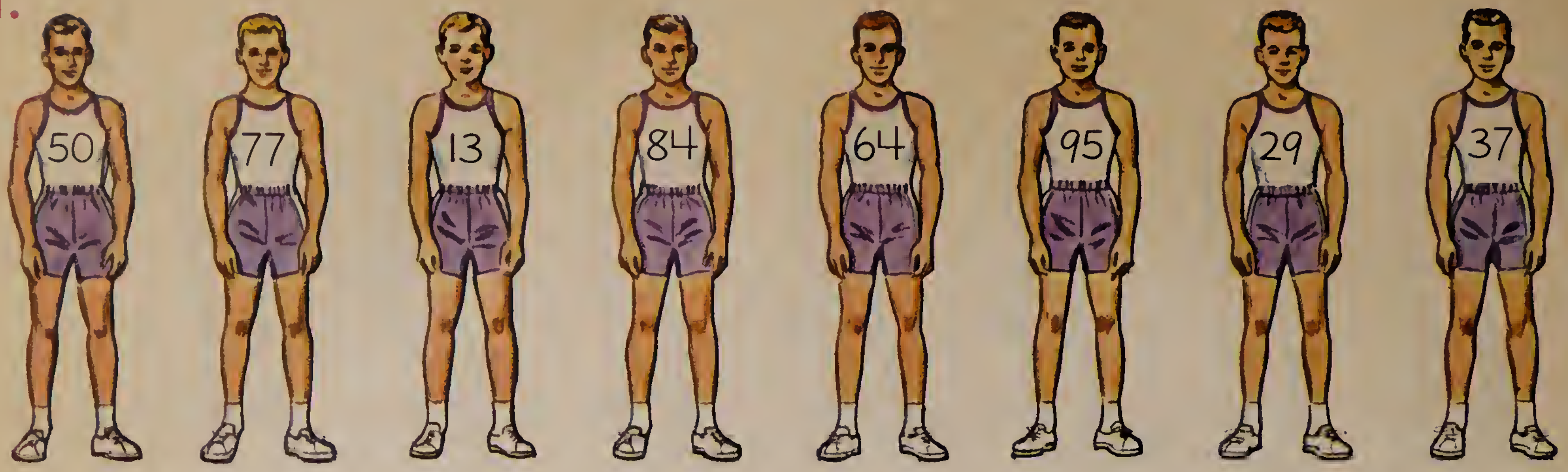
Cover 6. ____________

4. From 8 − 2 = 6, show the other S. fact of the pair. ____________

The Pair of S. Facts Using Eight, Three, and Five

Related subtraction facts

1.



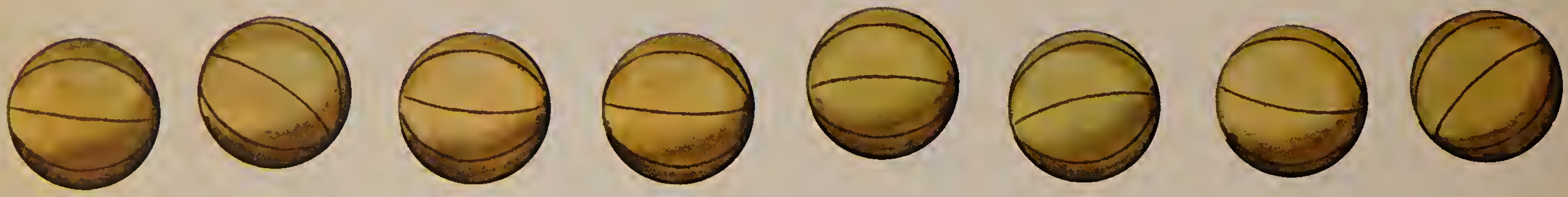
___ in the set

Cover 3. ___ are left. ___ − 3 = ___

Cover 5. ___ are left. ___ − 5 = ___

Show the pair of S. facts. ___ ___

2.



___ in the set

Cover 5. ___ are left. ___ − 5 = ___

Cover 3. ___ are left. ___ − 3 = ___

Show the pair of S. facts. ___ ___

3. Draw a set of 8.

What is the pair of S. facts?

Cover 3. ___

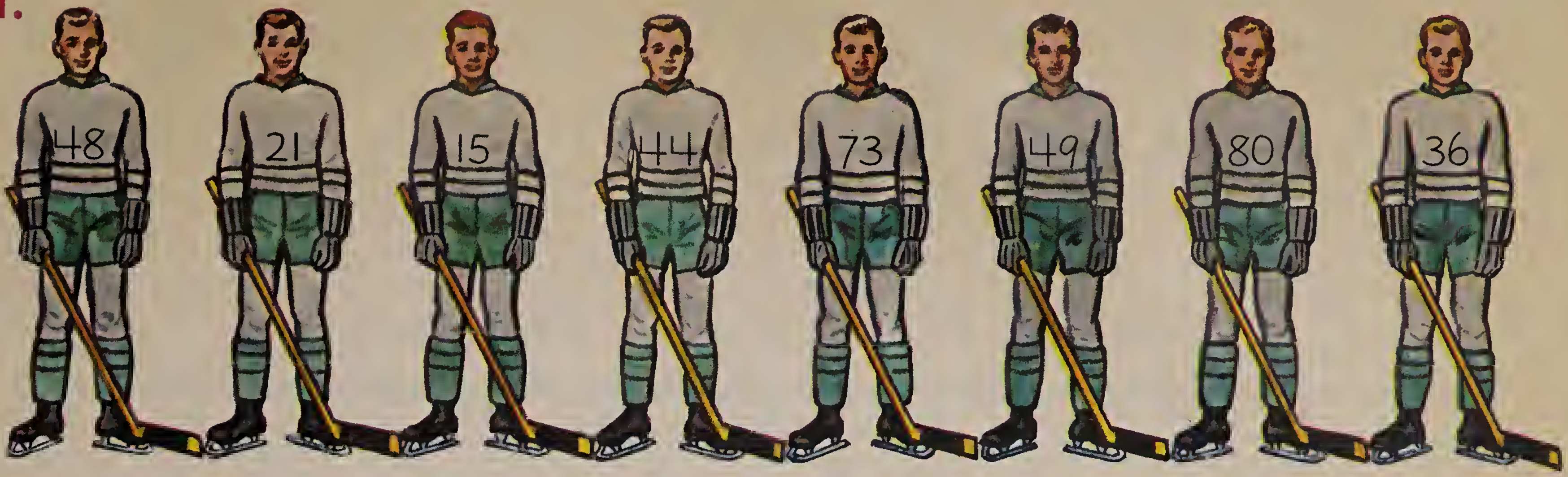
Cover 5. ___

4. From 8 − 3 = 5, show the other S. fact of the pair. ___

The One S. Fact Using Eight, Four, and Four

Finishing number sentences

1.



___ in the set

Cover 4. ___ are left. ___ − 4 = ___

Is there a pair of S. facts for 8, 4, and 4? ___

2. Draw a set of 8.

Cover 4. ___

Is there a pair of S. facts for 8, 4, and 4? ___

---

3. Finish these:

a. 8 − ☐ = 7

b. 8 − ☐ = 6

c. 8 − ☐ = 5

d. 8 − ☐ = 4

e. 8 − ☐ = 3

f. 8 − ☐ = 2

g. 8 − ☐ = 1

4. Now finish these:

a. 6 − ☐ = 4

b. 7 − ☐ = 6

c. 5 − ☐ = 1

d. 7 − ☐ = 4

e. 6 − ☐ = 3

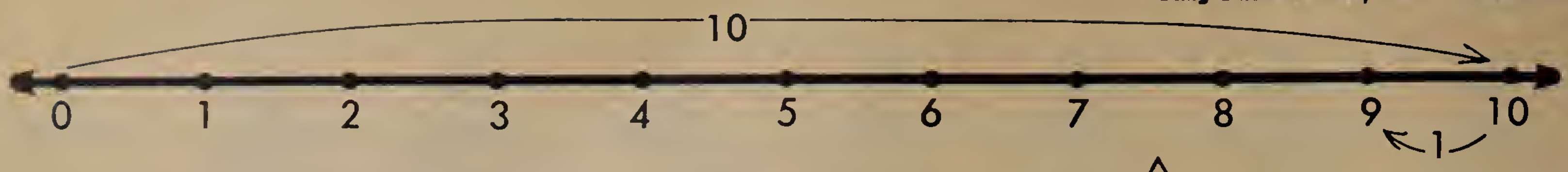
f. 5 − ☐ = 2

g. 7 − ☐ = 5

One Less

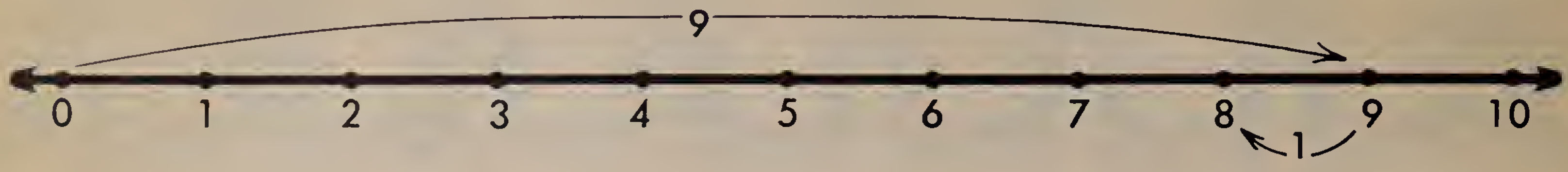
Using a number-line picture for subtraction

1.


10
0
1
2
3
4
5
6
7
8
9
10
1

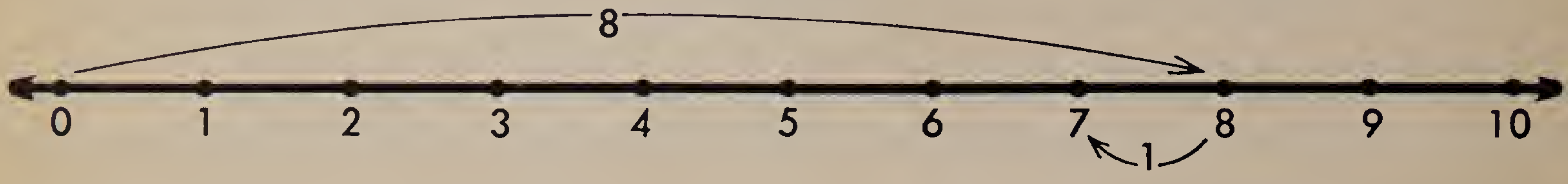
What number is 1 less than 10? 10 − 1 = △

2.


9
0
1
2
3
4
5
6
7
8
9
10
1

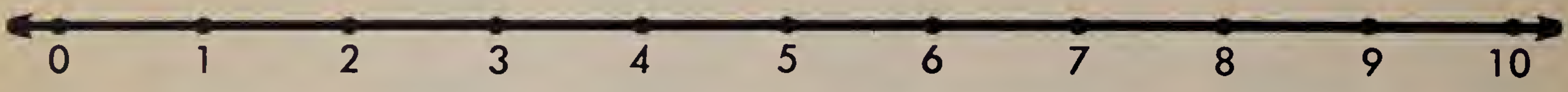
What number is 1 less than 9? 9 − 1 = △

3.


8
0
1
2
3
4
5
6
7
8
9
10
1

What number is 1 less than 8? 8 − 1 = △

4.


0
1
2
3
4
5
6
7
8
9
10

What number is

a. 1 less than 7?

7 − 1 = ___

b. 1 less than 6?

6 − 1 = ___

c. 1 less than 5?

5 − 1 = ___

d. 1 less than 4?

4 − 1 = ___

e. 1 less than 3?

3 − 1 = ___

f. 1 less than 2?

2 − 1 = ___

5. Write the answers.

6 − 1 = □ 9 − 1 = □ 4 − 1 = □ 7 − 1 = □

8 − 1 = □ 3 − 1 = □ 5 − 1 = □ 10 − 1 = □

One in Subtraction

Related subtraction facts

1. 10 − 1 = ○,
so 10 − 9 = ⬡.

2. 9 − 1 = □,
so 9 − 8 = △.

3. 8 − 1 = ⬡,
so 8 − 7 = □.

4. 7 − 1 = ____,
so 7 − 6 = ____.

5. 6 − 1 = ____,
so 6 − 5 = ____.

6. 5 − 1 = ____,
so 5 − 4 = ____.

7. Write the answers.

8 − 7 = □
5 − 4 = □
3 − 2 = □
4 − 3 = □
6 − 5 = □
7 − 6 = □
9 − 8 = □
10 − 9 = □

8. Finish each of these to show a S. fact:

7 − □ = 6
□ − 1 = 8
5 − ⬡ = 4
8 − ○ = 7
9 − △ = 1
8 − ○ = 1
△ − 6 = 1
10 − □ = 1
⬡ − 1 = 5
10 − △ = 9
○ − 4 = 1
6 − ⬡ = 1

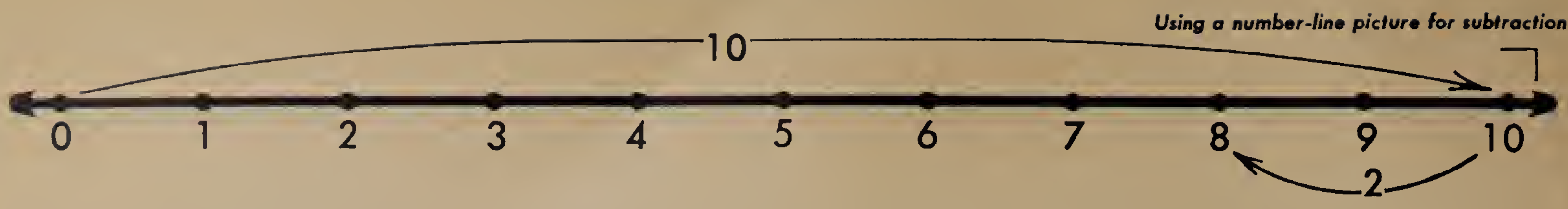
9. Now try these:

16 + 1 = ____
18 − 1 = ____
14 + 1 = ____
18 + 1 = ____
17 − 1 = ____
19 + 1 = ____
11 − 1 = ____
17 + 1 = ____
19 − 1 = ____
14 − 1 = ____
13 + 1 = ____
15 − 1 = ____
20 − 1 = ____
15 + 1 = ____
16 − 1 = ____

Two Less

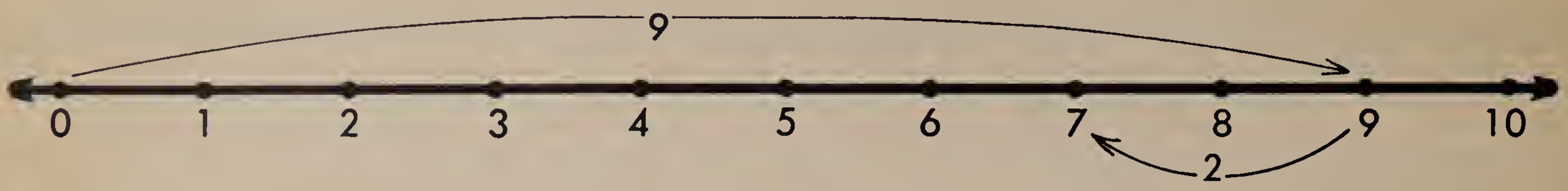
Using a number-line picture for subtraction

1.


10
0
1
2
3
4
5
6
7
8
9
10
2

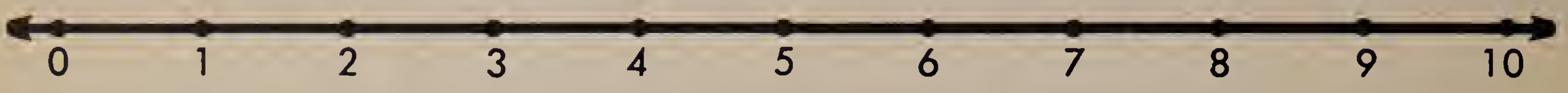
What number is 2 less than 10? 10 − 2 = ☐

2.


9
0
1
2
3
4
5
6
7
8
9
10
2

What number is 2 less than 9? 9 − 2 = ☐

3.


0
1
2
3
4
5
6
7
8
9
10

What number is

a. 2 less than 8? **b.** 2 less than 6? **c.** 2 less than 4?

8 − 2 = ___ 6 − 2 = ___ 4 − 2 = ___

Is each answer in **a**, **b**, and **c** a name for an even number? ______

What number is

d. 2 less than 7? **e.** 2 less than 5? **f.** 2 less than 3?

7 − 2 = ___ 5 − 2 = ___ 3 − 2 = ___

Is each answer in **d**, **e**, and **f** a name for an odd number? ______

4. Write the answers.

5 − 2 = ☐ 8 − 2 = ☐ 6 − 2 = ☐ 3 − 2 = ☐

9 − 2 = ☐ 4 − 2 = ☐ 7 − 2 = ☐ 10 − 2 = ☐

Two in Subtraction

Related subtraction facts

1. 10 − 2 = □,
so 10 − 8 = ○.

2. 8 − 2 = ⬡,
so 8 − 6 = △.

3. 6 − 2 = △,
so 6 − 4 = ⬡.

4. 9 − 2 = ____,
so 9 − 7 = ____.

5. 7 − 2 = ____,
so 7 − 5 = ____.

6. 5 − 2 = ____,
so 5 − 3 = ____.

7. Write the answers.

6 − 4 = □
3 − 1 = □

9 − 7 = □
5 − 3 = □

4 − 2 = □
8 − 6 = □

7 − 5 = □
10 − 8 = □

8. Finish each of these to show a S. fact:

8 − ⬡ = 6
4 − □ = 2
○ − 7 = 2
6 − ⬡ = 4

3 − □ = 2
10 − ○ = 2
⬡ − 2 = 5
7 − □ = 2

5 − ○ = 2
⬡ − 2 = 8
□ − 4 = 2
9 − □ = 7

9. Now try these:

17 + 2 = ____
12 − 2 = ____
16 + 2 = ____
12 + 2 = ____
19 − 2 = ____

14 + 2 = ____
18 − 2 = ____
13 + 2 = ____
16 − 2 = ____
13 − 2 = ____

18 + 2 = ____
15 − 2 = ____
20 − 2 = ____
15 + 2 = ____
17 − 2 = ____

A. Facts and S. Facts

Inverses, some sums as great as 10

Finish the work.

1. **a.** 6 + 1 = ☐; so 7 − 1 = ⬡.
b. 5 + 2 = ☐; so 7 − 2 = ⬡.
c. 4 + 3 = ☐; so 7 − 3 = ⬡.
d. 3 + 4 = ☐; so 7 − 4 = ⬡.
e. 2 + 5 = ☐; so 7 − 5 = ⬡.
f. 1 + 6 = ☐; so 7 − 6 = ⬡.

2. **a.** 7 + 1 = ☐; so 8 − 1 = ⬡.
b. 6 + 2 = ☐; so 8 − 2 = ⬡.
c. 5 + 3 = ☐; so 8 − 3 = ⬡.
d. 4 + 4 = ☐; so 8 − 4 = ⬡.
e. 3 + 5 = ☐; so 8 − 5 = ⬡.
f. 2 + 6 = ☐; so 8 − 6 = ⬡.
g. 1 + 7 = ☐; so 8 − 7 = ⬡.

3. **a.** 8 + 1 = ☐; so 9 − 1 = ⬡.
b. 7 + 2 = ☐; so 9 − 2 = ⬡.
c. 2 + 7 = ☐; so 9 − 7 = ⬡.
d. 1 + 8 = ☐; so 9 − 8 = ⬡.

e. 9 + 1 = ☐; so 10 − 1 = ⬡.
f. 8 + 2 = ☐; so 10 − 2 = ⬡.
g. 2 + 8 = ☐; so 10 − 8 = ⬡.
h. 1 + 9 = ☐; so 10 − 9 = ⬡.

What Is the Unknown Number?

Finishing number sentences

1. Finish each of these to show an A. fact:

$6 + \square = 7$ $\quad$ $6 + \square = 8$

$8 + \square = 9$ $\quad$ $9 + \square = 10$

$7 + \square = 9$ $\quad$ $5 + \square = 6$

$5 + \square = 7$ $\quad$ $6 + \square = 8$

2. Finish each of these to show a S. fact:

$9 - \square = 8$ $\quad$ $6 - \square = 4$

$8 - \square = 6$ $\quad$ $10 - \square = 9$

$5 - \square = 4$ $\quad$ $9 - \square = 7$

$7 - \square = 5$ $\quad$ $10 - \square = 8$

---

3. Write the answers.

$3 + 4 = \square$ $\quad$ $6 - 5 = \square$ $\quad$ $3 + 3 = \square$

$7 - 2 = \square$ $\quad$ $7 - 4 = \square$ $\quad$ $7 - 5 = \square$

$2 + 4 = \square$ $\quad$ $2 + 5 = \square$ $\quad$ $5 + 1 = \square$

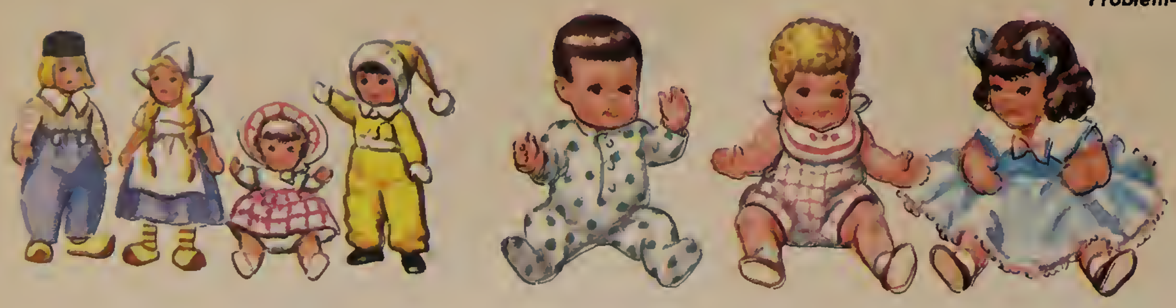
4. Can you finish these?

$5 + 3 = \square$ $\quad$ $4 + 4 = \square$ $\quad$ $2 + 6 = \square$

$8 - 2 = \square$ $\quad$ $8 - 3 = \square$ $\quad$ $8 - 4 = \square$

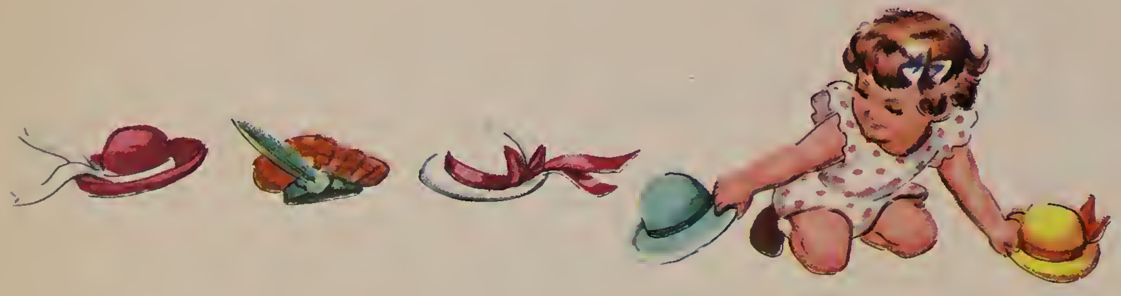
Using Addition and Subtraction

Problem-solving; mixed addition and subtraction practice



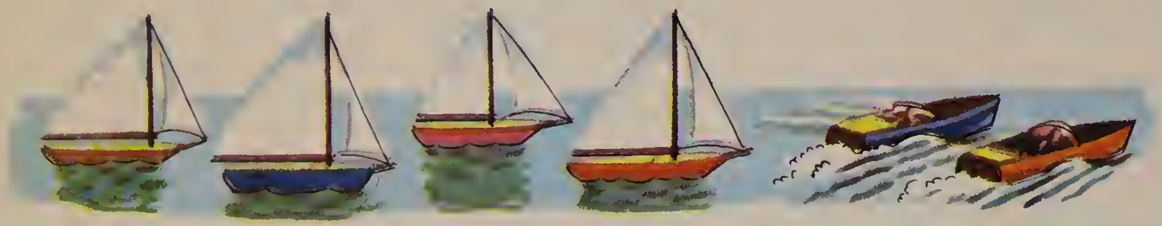
1. There are 4 little dolls and 3 big dolls in the window. Find how many dolls in all.

____________________ ____ dolls



2. Sue has 5 doll hats. Little Patty takes away 2 of the hats. Find how many hats are left then.

____________________ ____ hats



3. Fred has 6 toy boats in the water. Two of the toy boats race away. How many boats are left?

____________________ ____ boats

Write the answers.

6 − 1 = ☐
1 + 5 = ☐
7 − 4 = ☐
7 − 2 = ☐

4 + 3 = ☐
5 + 2 = ☐
6 − 3 = ☐
2 + 4 = ☐

4 + 2 = ☐
6 − 4 = ☐
3 + 4 = ☐
7 − 6 = ☐

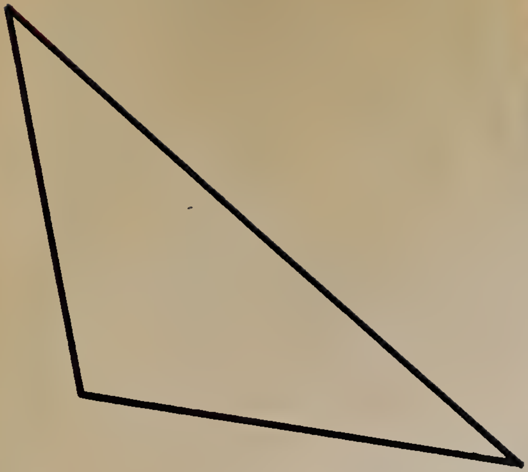
7 − 5 = ☐
2 + 5 = ☐
7 − 3 = ☐
1 + 6 = ☐

3 + 1 + 2 = ☐

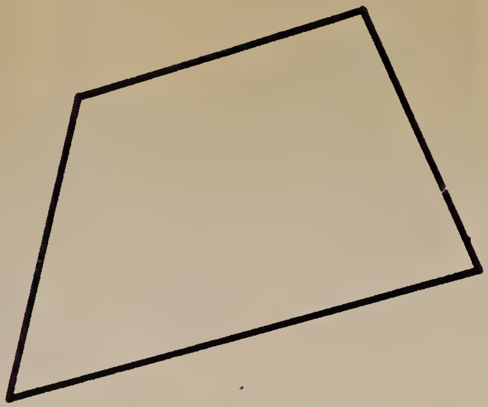
1 + 3 + 2 = ☐

Simple Closed Paths

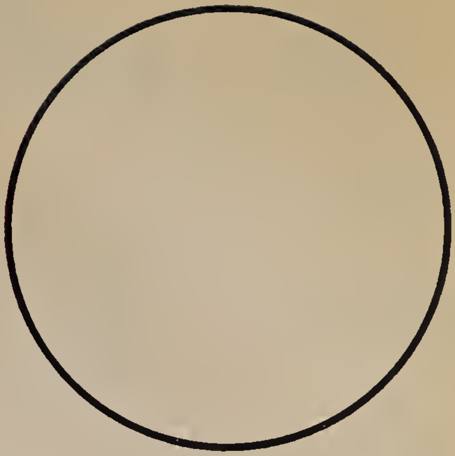
1.



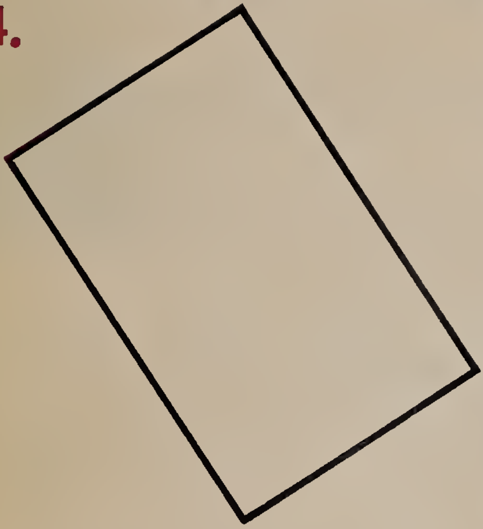
2.



3.



4.



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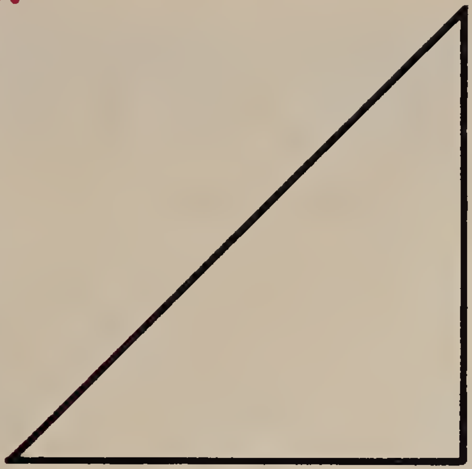

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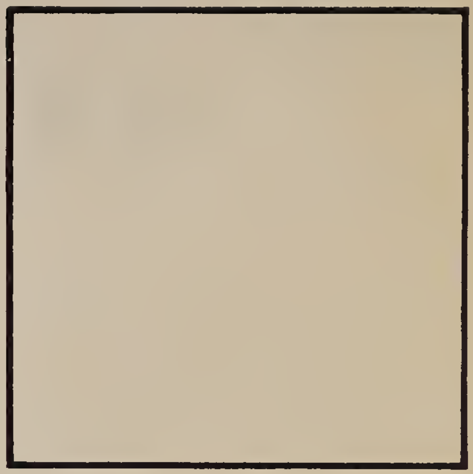
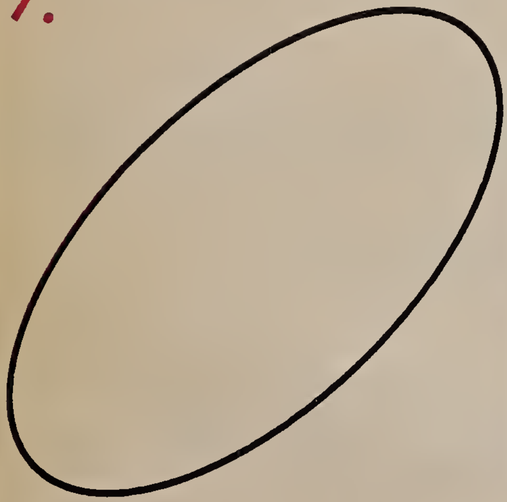


7.



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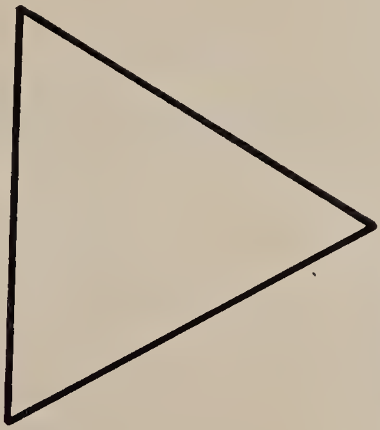

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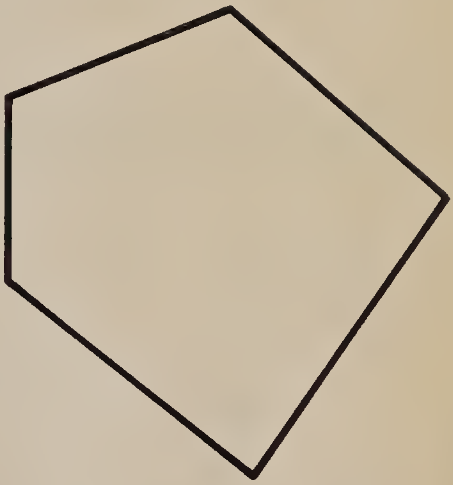
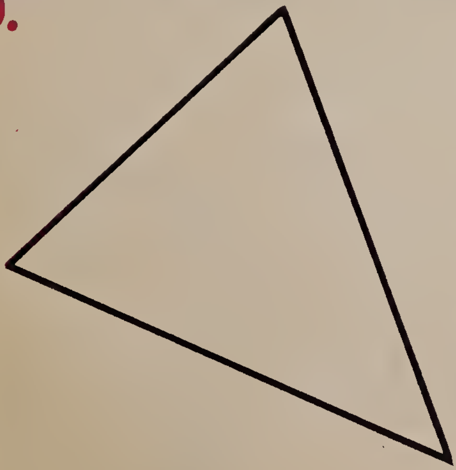
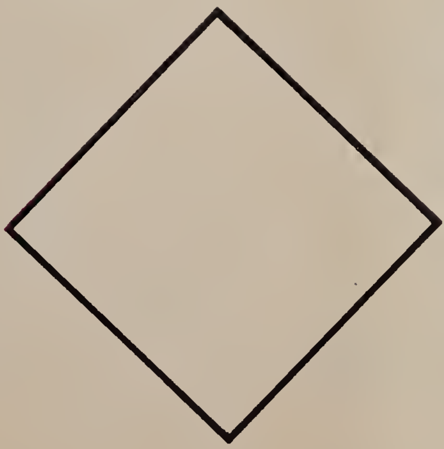


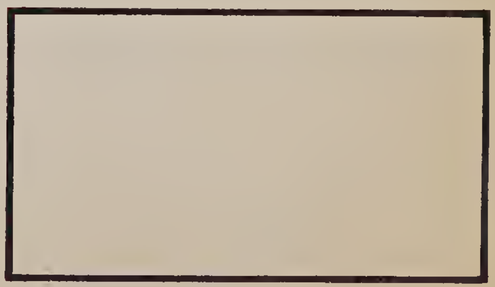
10.



11.

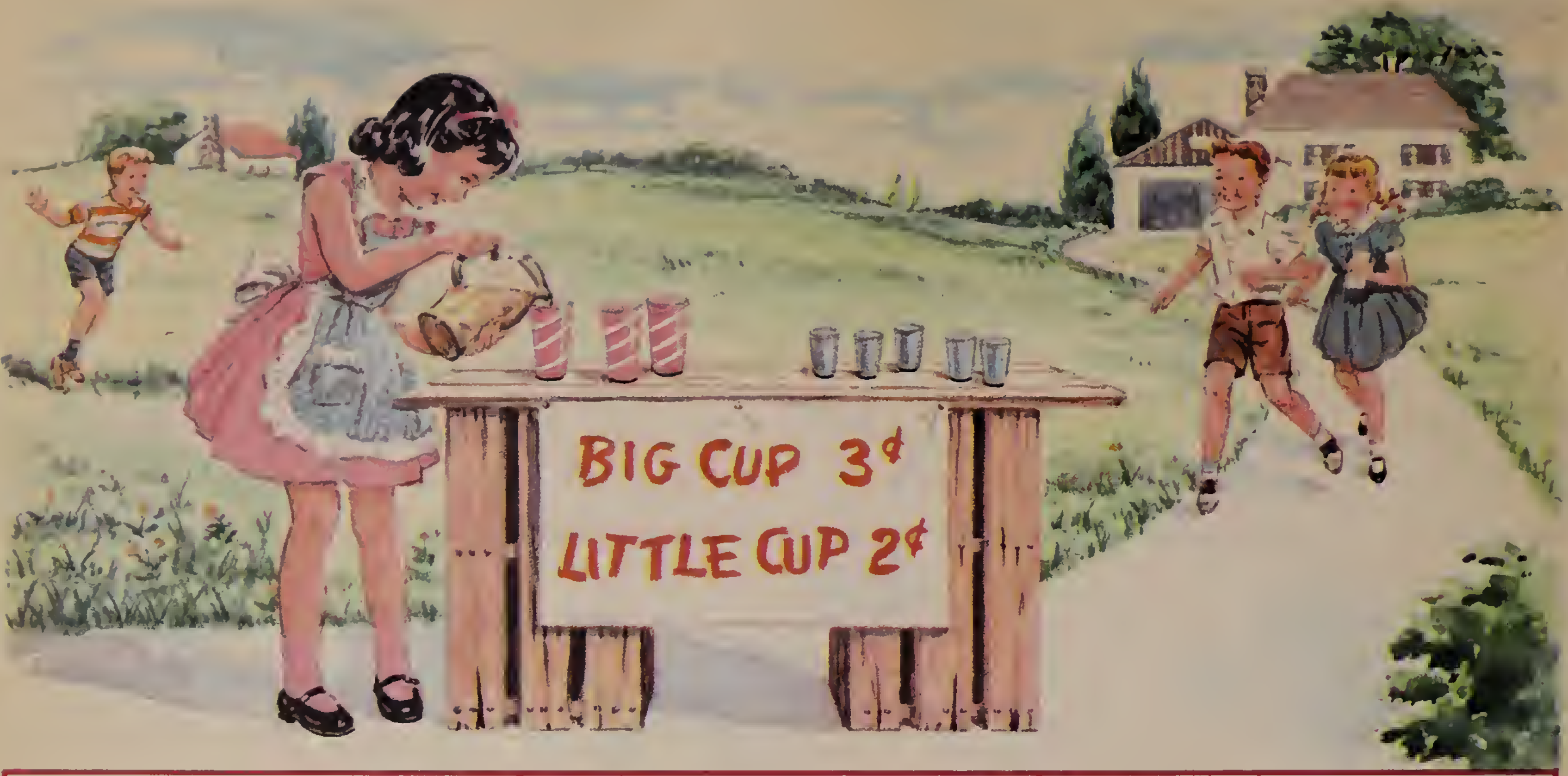


12.



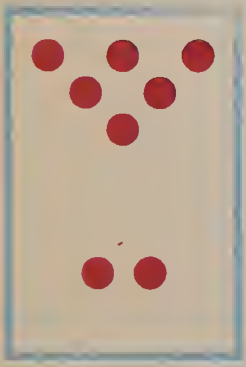
Do You Know?

Unit test


BIG CUP 3¢
LITTLE CUP 2¢

1.	**2.**	**3.**
4.	**5.**	**6.**

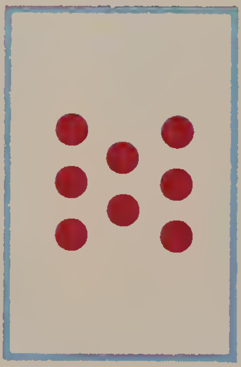
7. What is the pair of A. facts?



___ + ___ = ___

___ + ___ = ___

8. What is the pair of S. facts?



Cover 3.

___ − ___ = ___

Cover 5.

___ − ___ = ___

9. Finish the work.

5 + ☐ = 7

7 − ☐ = 4

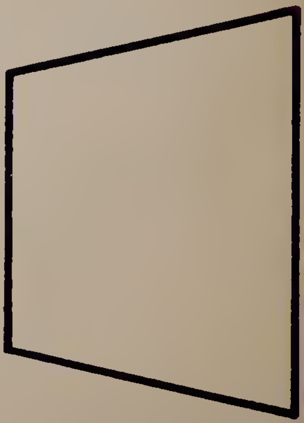
4 + ☐ = 7

6 − ☐ = 3

7 − ☐ = 5

2 + ☐ = 6

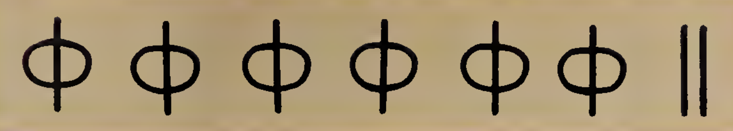
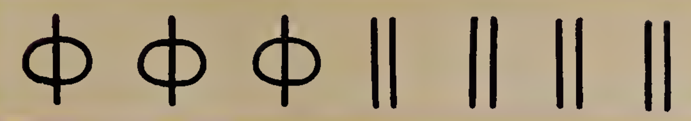
10.



Do You Know?

End-of-year test

1. Write what is missing.

	___ tens and ___ ones	___
	___ tens and ___ ones	___

74		___ tens and ___ ones
56		___ tens and ___ ones
90		___ tens and ___ ones

2. Write the missing numerals.

67 ___ ___ 47 36 ___ 38

77 ___ ___ 86 97 ___ 99

50 ___ ___ 71 63 ___ 65

89 ___ ___ 100 58 ___ 60

3. Do you know?

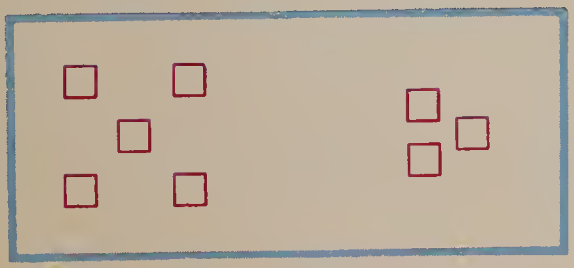
68	29	93	78
42	81	57	35
26	64	19	80
72	91	82	48

4. 2 4 6 ___ ___ ___ ___ ___ ___ ___

5. 10 20 30 ___ ___ ___ ___ ___ ___ ___

6. What is each pair of facts?

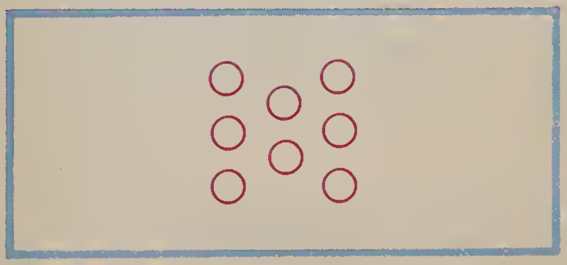
a.



5 + ___ = ___

3 + ___ = ___

b.



Cover 2. 8 − ___ = ___

Cover 6. 8 − ___ = ___

Do You Know?

End-of-year test

1. Write the answers.

2 + 2 = ___ 1 + 5 = ___ 4 + 2 = ___ 2 + 3 = ___

2 + 4 = ___ 3 + 2 = ___ 3 + 1 = ___ 5 + 1 = ___

2 + 1 = ___ 1 + 1 = ___ 1 + 4 = ___ 3 + 3 = ___

5 − 3 = ___ 6 − 3 = ___ 6 − 4 = ___ 4 − 1 = ___

6 − 2 = ___ 2 − 1 = ___ 3 − 2 = ___ 6 − 1 = ___

3 − 1 = ___ 5 − 2 = ___ 5 − 1 = ___ 4 − 2 = ___

3 + 2 = ___ 6 − 1 = ___ 1 + 1 + 1 = ___

4 − 1 = ___ 2 + 4 = ___ 1 + 1 + 2 = ___

1 + 4 = ___ 5 − 2 = ___ 2 + 1 + 1 = ___

2 + 1 = ___ 1 + 5 = ___ 1 + 3 + 1 = ___

2. Write the answers.

4 + 2 = ___ 6 + 1 = ___ 6 − 5 = ___ 6 − 4 = ___

2 + 5 = ___ 2 + 3 = ___ 7 − 3 = ___ 7 − 2 = ___

4 + 3 = ___ 5 + 2 = ___ 7 − 5 = ___ 7 − 6 = ___

7 − 1 = ___ 7 − 4 = ___ 2 + 1 + 3 = ___

3 + 4 = ___ 6 − 3 = ___ 2 + 2 + 1 = ___

1 + 6 = ___ 5 − 2 = ___ 1 + 2 + 3 = ___

3. Write the answers.

8 + 1 = ___ 9 + 1 = ___ 9 − 1 = ___ 10 − 2 = ___

6 + 2 = ___ 7 + 2 = ___ 7 − 2 = ___ 8 − 1 = ___

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[illegible] 1 '78
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EDUC MY 31 '76
JUN - 1 RETURN
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JAN 1 3 RETURN
RETURNED [illegible] 9 '78
EDUC MR 1 4 '79
MA[illegible] 1 1 [illegible]URN
MA[illegible] 2 3 RETURN
MA[illegible] 2 3 [illegible]TURN
1992 OCT 2 9 RETURN

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as great
30–31 The counting numbers through 30
32–34 Pairs of addition facts—sums 6
35 Using addition—sums as great as 6
36–37 Joining three sets; adding three numbers
38 Do You Remember? (Review)
39 Telling time on the hour
40–41 The counting numbers through 60
42–44 Pairs of subtraction facts—sums 6
45 Using subtraction—sums as great as 6
46 Addition facts and subtraction facts—inverses
47 Using addition and subtraction—sums as great as 6
48 Do You Know? (Test)

49 Two parts of a set of 7 members
50–51 The counting numbers through 100

btraction—sums
56–57 Geometric ideas: paths; inside and outside of closed curves
58 Using addition and subtraction for solving problems
59 Do You Remember? (Review)
60 Even and Odd Counting Numbers
61 Wholes and Halves
62–64 Pairs of subtraction facts—sums 7
65 Working with addition and subtraction—sums as great as 7
66 Addition facts and subtraction facts—inverses
67 Practice on addition facts and subtraction facts
68 Using addition and subtraction for solving problems
69 Instruments for measuring
70 Do You Know? (Test)

71 Two parts of a set of 8 members
72–75 Pairs of addition facts—sums 8
76–77 One greater; one in addition; sums as great as 10
78–79 Two greater; two in addition; sums as great as 10
80
8
82-
86-
88
9
9
9
9
94-

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